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ABSTRACT

One hundred and nineteen documents comprise this ERIC Clearinghouse on Urban Education comprehensive annotated bibliography of doctoral dissertations on reading and language arts curriculum for minority groups. Documents were assembled through a computer search using the Datrix System of University Microfilms and through a manual search of the Dissertation Abstracts International, dating from 1965 through 1973. The topical areas included are: reading (preschool, elementary, and secondary), language of children, teaching of language arts, bilingual students and programs, language arts books, black dialect, black English, and black literature. Documents within each topic are presented in order of year of completion and are cross-referenced in a subject index. Author and institutional indexes are also provided. (AM)

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Reading and Language Arts Curriculum for Minority Groups
An Annotated Bibliograph of Doctoral Dissertations

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PREFACE

The ten years since the enactment of ESEA Title I in 1965 have provided a unique opportunity for anthropologists, sociologists, political scientists, educators, and others to attempt to find answers to unanswered questions about the teaching-learning process, especially in relation to minority group children and youth and students from low socioeconomic backgrounds. Not only did the law provide extensive funds for compensatory education and innovative programs, but it also mandated evaluation of these programs. This flood of new programs provided fertile grounds for doctoral dissertation research on the education of minority populations.

The ERIC/CUE* staff, believing that much could be learned about doctoral research itself, children, and educational programs, decided to attempt to provide comprehensive collections of doctoral dissertation abstracts in those areas of special interest to the Clearinghouse. This document is one in the series of publications entitled the ERIC/CUE Doctoral Research Series.

Both a computer search, using the Datrix system of University Microfilms, and a supplementary manual search were done on Dissertation Abstracts International from 1965 through 1973. The subject terms which were used are: black, Puerto Rican, Mexican American, inner city, ghetto, urban, slum, rural, Negro, American Indian, disadvantaged, desegregation, Spanish surname.

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Over 700 abstracts were identified and sorted for the various bibliographies. Since indexing in Dissertation Abstracts International is based solely on words appearing in the titles, some relevant material may not have been uncovered in the search process.

The Clearinghouse would like to be informed of any appropriate dissertations, old or new, which do not appear in these bibliographies.

Dissertations are available in microfilm and paper copy from University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106. Order numbers have been provided for each dissertation at the end of the citation. Please contact University Microfilms for current prices. Dissertations also may frequently be borrowed on inter-library loan from sponsoring universities.

The abstracts in this bibliography have been organized under various topics. Within each topic, the abstracts are presented in order of year of completion. The abstracts have been cross-referenced in a subject index. Author and institution indexes have also been included as well.

In the interest of objectivity and comprehension, all appropriate dissertations have been included, even though they may present conflicting views, and do not necessarily represent the Clearinghouse's policy or position.

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Special Programs and Their Effects on Minority Children and Youth: An Annotated Bibliography of Doctoral Dissertations. 127p. (ED number to be announced)

School Desegregation and Organization: An Annotated Bibliography of Doctoral Dissertations. 190p. (ED number to be accounced)

Social and Psychological Studies of Minority Group Children and Youth: An Annotated Bibliography of Doctoral Dissertations. (ED number to be announced)

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Reading

Preschool and Primary

1. Ruark, Roger D. The Understanding of Basic Reading Concepts by First Grade Children from Indian and Non-Indian Cultural Groups. University of South Dakota, 1967. 178p. Supervisor: Cecil Kipling, Jr. 68-1143.

The purposes of the study were to find answers to the following questions: 1) Are there significant differences in the understanding of concepts derived from basic reading textbook content among children in the first grade who are members of culturally discrete groups? 2) To what extent do sex differences in these groups relate to understanding of these concepts? 3) To what extent does intelligence, as measured by a culture-free instrument, influence understanding of these concepts?

These questions were investigated through the testing of nine hypotheses. The criterion against which the variables were tested was the understanding of three classes of concepts: objective, subjective and relational, as measured by a devised instrument, the Test of Conceptual Understandings. Intelligence was measured by means of the Culture Fair Intelligence Test, Scale I, (Cattell).

The population consisted of ninety Indian and ninety non-Indian (white) first grade children from ten cities and towns in South Dakota. The children were divided equally on the bases of sex, ethnic group membership and geographic locale. The groups were identified as urban-white, urban-Indian, reservation-white, reservation-Indian, rural-white, and rural-Indian.

The statistical designs utilized for the treatment of data were analysis of variance and analysis of covariance.

Nineteen significant F values were found in the testing of the nine hypotheses. Eighty-one t-tests were computed to determine specific sources of variance. Thirty-five t-tests were found to be significant. Significance was determined to exist if t or F values equaled or exceeded the .05 level of confidence.

Important significant differences in the mean scores on the subtests of the Test of Conceptual Understandings unadjusted for the factor of intelligence were as follow: 1) The greatest differences in scores between white and Indian children were found to exist on the subjective (abstract) concepts subtest. 2) White children generally scored higher than Indian children with the exception of the urban group, in which the Indian children excelled to a non-significant degree over the white children on the objective (concrete) concepts and the subjective (abstract) concepts subtests. 3) The greatest differences between ethnic groups in the various subtests occurred between the reservation-white and the reservation-Indian groups.

On total unadjusted scores for the Test of Conceptual Understandings the following important differences were found. 1) The greatest differences in total mean scores existed between the reservation-white and the reservation-Indian groups. 2) F values for total mean scores were significantly different between ethnic groups and geographic locales and for the effect of interaction among ethnic groups and geographic locales.

The differences present when total mean scores on the Test of Conceptual Under-

standing for ethnic groups were compared according to sex were as follow: 1) Boys scored higher than girls for both Indian and white groups, but not to a significant degree. 2) The total mean scores for ethnic groups differentiated as to sex were significantly higher for white children.

When mean subtest scores were adjusted for the factor of intelligence, the number of significant F and t values was reduced. Significant differences remained in the following aspects: 1) The greatest difference between ethnic groups was found between reservation-white and reservation-Indian groups in the subjective (abstract) concepts and in the relational (generalizational) concepts subtests. 2) The greatest differences within ethnic groups on scores of the various subtests existed between the urban-Indian children and the reservation-Indian children and between the reservation-white and the rural-white children.

On total mean scores on the Test of Conceptual Understandings adjusted for the factor of intelligence, the main differences were found between reservation-white and reservation-Indian children. Significant F values were found in all differences in mean scores among geographical locales, ethnic groups within locales, and the effect of interaction between ethnic groups and locales.

The findings justified the conclusion that insofar as the devised test was a measure of understanding of concepts as found in basic reading textbooks, there were real differences in the understanding of these concepts by first grade children representing the six culturally discrete groups, regardless of whether the factor of intelligence was statistically controlled.

2. Haraughty, Edith T. Use of A Pre-Reading Index to Determine Potential Failure in First Grade Reading. Oklahoma State University, 1971. 96p. Adviser: Darrel D. Ray. 72-21,883.

In this investigation, the major effort was directed to the development and testing of an instrument that could be administered to students in kindergarten. The testing battery could be used to identify those students who would fail in reading in the first grade. The subjects used in this study were 100 students screened from fourteen kindergarten classes in a southwestern city. Biographical information concerning race, social class ranking, sex, and number of parents in the home was gathered to determine if this information could aid in predicting failure in reading. Step-wise multiple regression was used to treat the data. Correlation coefficients were obtained between each subtest score on the Pre-Reading Predictive Index and each category of biographical information and criterion measures of vocabulary and comprehension scores in first grade reading.

Treatment of the data revealed significance between five of the six subtests on the Pre-Reading Predictive Index and the first grade reading scores. The Learning Rate subtest score was found to have the highest single correlation coefficient with both vocabulary score (.001 level) and comprehension score (.01 level). No significant relationship was found between the Categories subtest score and the vocabulary scores, .05 level with social class ranking, and .02 level when classified by sex. The Sentences scores had significance .02 level with comprehension scores. The Mazes Test scores were significant .01 level when classified by sex. Signifi-

cance .01 level of confidence was found between the Oral Language Development Test scores and the vocabulary scores. Biographical information concerning social class ranking and number of parents in the home was found to have significance when grouped and related to the vocabulary and comprehension scores. It is concluded from the results of this study that potential failures in reading can be identified in kindergarten. Grouping of the scores on Learning Rate, Oral Language Development, Peabody Picture Vocabulary Test, Sentences subtests, social class ranking, and number of parents in the home of the students increases predictive efficiency to reading scores in first grade.

3. Mueser, Anne M. Effects of Different Reinforcers and Operant Level on Reading Task Behavior of Black Kindergarteners. Yeshiva University, 1971. 106p. 72-21,751.

The purpose of this study was to compare the relative effectiveness of specified extrinsic and intrinsic reinforces on reading acquisition under two conditions: 1) When tasks were appropriate for the learner. 2) When tasks were inappropriately difficult for the learner.

Under condition one, appropriate level tasks, it was hypothesized that no difference in the dependent variables would exist between extrinsic and intrinsic reinforcers. Under condition two, inappropriately difficult tasks, it was hypothesized that extrinsic reinforces would have a moderately greater effect than intrinsic. This study used two dependent variables to measure the effectiveness of reinforcers under both the above conditions: 1) Response rate per hour. 2) Percent correct.

The 160 subjects were randomly selected from ten inner city kindergartens in Norfolk, Va. and randomly assigned to one of four treatment groups: 1 -- appropriate tasks, intrinsic; 2 -- appropriate tasks, extrinsic; 3 -- inappropriate tasks, intrinsic; 4 -- inappropriate tasks, extrinsic. Intrinsic reinforcers were feddback and progress plotting; extrinsic reinforcers were feedback and tokens exchangeable for small toys, trinkets and edibles. Data on each subject were gathered for four 15 minute work sessions.

The major hypotheses of this study were supported eve more strongly than expected. Mean response rate on appropriate level tasks was 252.350 for subjects reinforced intrinsically and 258.225 for subjects reinforced extrinsically. Mean percent correct on appropriate tasks was 94.975 for intrinsic and 93.825 for extrinsic. Appropriate level tasks showed no significant difference between the two kinds of reinforcers for either dependent variable. This supports the hypothesis that intrinsic and extrinsic reinforcers will be equally effective in maintaining task behavior when tasks are appropriate. Mean response rate on inappropriately difficult tasks was 174.125 for intrinsic and 279.400 for extrinsic. The difference between the means was 1.27 of the common standard deviation, statistically significant at $p = .001$. Mean percent correct on imappropriate tasks was 53.300 for intrinsic and 85.100 for extrinsic. The difference between the means was 1.179 of the commmon standard deviation, statistically significant at $p = .001$. The difference between the means of both response rate and percent correct on inappropriate tasks presented a large effect size. Thus, the hypothesis that extrinsic reinforcers would be more effective than intrinsic in maintaining task behavior on inappropriately difficult tasks was strongly supported.

An analysis of variance for repeated measures indicated no significant difference in the dependent variables from one 15 minue session to another on appropriate tasks

or on inappropriate tasks with intrinsic reinforcers. With extrinsic reinforcers, the mean rate and percent correct increased significantly from the first session to the last.

On the difficult tasks many subjects who were working for an extrinsic reward used the feedback first -- i.e., "cheated" -- to insure correct response. This in large part accounted for the even greater than anticipated difference between extrinsic and intrinsic reinforcers on inappropriately difficult tasks. "Cheating" on the appropriate tasks was rare.

All but three of the children working at the appropriate level mastered the visual discrimination of letters tasks before the end of the hour. This finding strongly suggests that thorough instruction, incorporating immediate feedback and appropriate task level, is the key to teaching disadvantaged children academic task behavior.

4. Bell, Mildred B. Growth in Reading of Culturally Disadvantaged Pupils: A Two Year Study Using Enriched Programmed Instruction and Basal Readers. Ball State University, 1972. 148p. Adviser: Dr. Donavon D. Lumpkin. 73-10,956.

In recent years there have been many suggested innovations in beginning reading procedures, methods, and materials, especially for pupils identified as culturally disadvantaged. It is important that adequate evaluation be given to appraise these recent trends, materials, and developments.

The purpose of this study was to determine the effectiveness of a programmed linguistic approach augmented by enrichment and supervisory support when compared with a traditional basal reader approach in improving the reading growth of a group of pupils identified as culturally disadvantaged. The study extended across two years of language and reading instruction through kindergarten and first grade. A further purpose of the study was to secure evidence of how teachers evaluate programmed materials utilized in the study and how teachers perceive pupil response to these materials.

The population, almost exclusively black, consisted of 89 pupils in the experimental group and 330 pupils in the control group. These pupils attended kindergarten and first grade in schools identified as Title I schools. Consideration was given the socioeconomic status of the two groups.

Instruction for the experimental group included pre-programmed and programmed materials in kindergarten and first grade. These were augmented by pre-service and in-service support throughout the study arranged by the supervisor. Enrichment and reinforcement activities were developed and utilized. Teachers in the control group using the basal reader approach received in-service training and had access to teachers' manuals and resources that had previously been developed.

Analysis of data included comparison of the experimental and control population and performance of girls and boys separately. Since socioeconomic status has correlated highly with achievement, analysis of covariance design was used to control effect of this variable. Standardized instruments were employed as follows: Clymer-Barrett Pre-reading Battery, Form A, Metropolitan Readiness Tests, Form A, and Stanford Achievement Test, Primary I Battery.

Pre-reading skills of Visual Discrimination and Auditory Discrimination at the end of kindergarten; performance on readiness skills of Word Meaning, Listening, Matching, Alphabet, Numbers, and Copying at the beginning of grade one; and Word Reading, Paragraph Meaning, Vocabulary, and Word Study Skills at the end of first grade for the experimental group were higher to a statistically significant degree when compared to the control group.

The difference between the performance of girls and boys on each of the subtests administered to the experimental and control groups, yielded no significant difference except on Word Reading. The experimental program increased the Word Reading skill of boys and they also manifested a trend in improved performance in Vocabulary and Word Study Skills, but the latter two were not statistically significant.

From evidence presented when boys and girls of both groups were combined on each of the 12 variables, it can be inferred that there was a significant difference between the performance of girls and boys consistently favoring the girls on five variables. However, there was no significant difference between them on seven variables. Since girls typically perform higher on reading measures administered in kindergarten and first grade, these results provide some evidence that the experimental program helped boys to improve performance on seven reading measures.

An appraisal of teacher responses to the experimental program suggested the amount of oral reading and the teaching of comprehension skills were less extensive than in the traditional program. However, most teachers in the experimental group expressed the opinion that opportunities for success and positive reinforcement were provided. All teachers responding felt that the experimental program succeeded in encouraging individualization of instruction, and effectiveness in teaching decoding skills was more extensive than the traditional basal reader program.

5. Bowers, Winifred M. An Evaluation of a Pilot Program in Reading for Culturally Disadvantaged First Grade Students. University of Tulsa, 1972. 83p. Director: Richard Hall. 72-23,458.

The study compared two methods of teaching reading to disadvantaged first grade students in a city located in the southwest. Two hundred first grade students from four schools located in the hard core area of the city participated in the study. There was an experimental group and a control group in each of the participating schools. Two of the schools utilized departmentalized organizational patterns and two schools utilized self-contained organizational patterns. The experimental group received reading instruction using the Distar method while those students in the control group received reading instruction using the school system's traditional method. The amount of time spent in actual reading sessions was the same for all groups.

Six null hypotheses were tested for differences in means on reading achievement test using raw scores for vocabulary and comprehension. The comparisons were by total experimental groups vs. total control groups, self-contained experimental groups vs. self-contained control groups, and departmentalized experimental groups vs. departmentalized control groups. The analysis of covariance was used to test for significant differences. A significant difference at the .05 level

of confidence between the experimental and control groups in the area of vocabulary was obtained. Also a significant difference was obtained in vocabulary skills between the experimental and control groups in self-contained classrooms. The larger mean scores were registered by the experimental groups.

It was concluded that the experimental teaching method used in the self-contained classrooms proved more effective than did the experimental teaching method in the departmentalized classrooms or the traditional method in either classroom setting in the study.

6. Briggs, Barbara C. The Effectiveness of the Sound Reading Program With the Culturally Disadvantaged. Florida State University, 1972. 151p. Major Professor: Edwin H. Smith. 73-183.

A study to determine the relative effectiveness of a programmed linguistically-based reading approach with an eclectic approach was carried out with disadvantaged children in grades one and two in a rural county of northern Florida.

The null hypotheses investigated were: 1) there will be no significant difference at the .05 alpha level in reading gains made between experimental and control groups; 2) there will be no significant difference at the .05 level in reading gains made between males and females; 3) there will be no significant difference at the .05 level in reading gains made between whites and blacks. Each nulll hypothesis was investigated separately for grades one and two as measured by accuracy scores on the Gilmore Oral Reading Test, comprehension scores on the Gilmore Oral Reading Test, scores on the post-experimental Sound Reading Test: Vocabulary, and scores on the post-experimental Sound Reading Test: Graphemic Options. In addition, all possible two-way interactions among the three factors were investigated.

The subjects in the study were 137 first and second grade students enrolled in Crawfordville Elementary School, Crawfordville, Florida. This school is one of the three elementary schools in Wakulla County, Florida. The experimental subjects were randomly selected from five different classrooms with each classroom having one teacher. After stratifying according to sex and race, a table of random numbers was utilized for assignment of subjects to the experimental and control groups. Out of a total of fifty-six first grade children in the school, twenty-nine received the treatment; out of eighty-one second grade children, thirty-nine received the treatment.

The experimental subjects worked with the Sound Reading Program, which is a linguistically-based program offering a largely self-instructional program for teaching the basic decoding and processing skills, for one hour each school day over a three-month period. During the three-month period the experimental group used the Sound Reading Program, the control group continued in the regular ongoing reading program which can be described as eclectic.

Although there was no evidence found in this particular experiment to indicate that the treatment was effective for grade one, this study supports the treatment effect for grade two in both comprehension and word recognition. Reading ability as measured by the four measures incorporated in the study is independent

of sex. It is indicative that under the treatment black students showed greater gains than did white students while in the control environment the opposite was true.

The study results could provide useful information for curriculum developers in reading and language arts education. The findings of this study are particularly significant in that there is a constant need for more effective self-instructional materials.

7. Crosset, Robert J. The Extent and Effect of Parents' Participation in Their Children's Beginning Reading Program: An Inner-City Project. University of Cincinnati, 1972. 136p. 72-31,922.

Enlisting the aid of the low socioeconomic Negro parent in helping with his child's school work is a challenge to educators. The purpose of this study was to describe and analyze a Parent Participation in Reading Program (PPR Program) for low socioeconomic Negro parents and their first grade children as it operated at Washburn Elementary School, Cincinnati, Ohio, during the school year, 1968-69.

The PPR Program involved the parent's observing the child at school in reading group under the guidance of a teacher for parents, and the parents' receiving personal instruction and materials for home study with the child from a "family learning center teacher." A "family learning center," located near the school, was open at the parents' convenience. The object of the program was to improve children's reading through parent participation in their instruction.

The study is a descriptive analysis of certain aspects of the PPR Program. The subjects were sixty-three children in the three first grade classrooms at Washburn School and their parents. Seventy percent of the parents participated actively in this program. A two-way chi-square revealed the only significant influence on the extent of participation was, of all things, educational level of grandparents. Not surprisingly, parents who indicated a "sense of educational responsibility" on a questionnaire were the most conscientious participants.

At the end of that school year statistical analysis (one-way ANOVA) showed no significant difference when comparing the centers regularly, occasionally, and seldom if ever. Further analysis (one-way ANOVA) showed no significant difference between reading achievement scores of twenty-nine untreated first-grade children, 1967-68, who would have been eligible had the program begun then, and the scores of the forty-four children whose parents participated actively in 1968-69.

However, the study did demonstrate that low socioeconomic Negro parents will participate in a program to improve their children's reading quite independently of the more obvious demographic factors. In the opinion of the teachers involved in the PPR Program, the parents demonstrated considerable skill in working with their children in reading. The children of parents who participated regularly showed more achievement in reading than the children of parents who did not. While this difference did not reach statistical significance within the time span of this project it is reasonable to expect that achievement rates of these two groups of children might continue to diverge. A verification of this expectation is an obvious recommendation for further research.

Systematic observation of the PPR Program by the investigator yielded several suggestions for its improvement locally and the development of a model program applicable to other comparable settings.

8. Fryburg, Estelle L. The Relations Among English Syntax, Methods of Instruction, and Reading Achievement of First Grade Disadvantaged Black Children. New York University, 1972. 327p. Chairman: Josephine P. Ives. 72-20,630.

This study investigated the relations among the English syntactic patterns of speech, the methods of reading instruction and the reading achievement of disadvantaged black children in the first grade.

Hypothesis one stated that subjects, proficient in spoken language ability (regardless of primary English syntactic pattern), would achieve greater gains in reading than subjects, deficient in spoken language ability; however subjects, proficient in spoken language ability, would differ negligibly among subgroups in reading achievement.

Hypothesis two stated that subjects instructed by the language-experience reader method would achieve greater gains in reading than subjects instructed by the basal reader method.

Hypothesis three stated that subjects, deficient in spoken language ability, would achieve greater gains in reading when they were instructed by the language-experience reader method than when they were instructed by the basal reader method; however subjects, proficient in spoken language ability, would differ negligibly among subgroups when they were instructed either by the language-experience reader method or the basal reader method.

The subjects of the study were one hundred native born first grade disadvantaged black children randomly assigned to six classes in which a basal reader method and a language-experience reader method were implemented. Three classes were assigned to each method. Two teachers, each assigned to one method, taught all the children.

The statistical procedure employed to test the hypotheses was the analysis of covariance with reading readiness scores as the covariate. The Pearson Product-Moment Correlation Coefficient was implemented to further explore the relationships which might exist in the data.

Hypothesis 1a was upheld. Children who demonstrated ability in spoken language achieved significantly greater gains in reading than children who demonstrated deficiency in spoken language.

Hypothesis 1b was not upheld. The children who composed the various language categories of Group A differed significantly among subgroups in reading achievement.

Hypothesis 2 was not upheld. The children instructed by the basal reader method achieved significantly greater gains in reading than children instructed by the language-experience reader method.

Hypothesis 3a was not upheld. The difference between methods for children deficient in spoken language ability failed to reach statistical significance.

Hypothesis 3b was not upheld. Of the children who demonstrated spoken language ability, those who were instructed by the basal reader method achieved significantly greater gains in reading than those who were instructed by the language-experience method.

The correlation procedures indicated a strong positive correlation between the use of a standard English syntactic pattern and achievement in the following areas: reading, word knowledge, word discrimination, arithmetic and reading readiness

1. Disadvantaged black children vary in spoken language proficiency and in

the primary English syntactic pattern of their speech. There are primary standard English speakers, speakers proficient in both standard and nonstandard English, and speakers who are deficient in both standard and nonstandard English.

2. The disadvantaged black children who demonstrate ability in spoken language will achieve greater gains in reading and arithmetic than the disadvantaged black children who demonstrate deficiency in spoken language.

3. The disadvantaged black children who use primarily standard English syntactic patterns will probably achieve the greatest gains in reading and in arithmetic. The children who use both standard and nonstandard English syntactic patterns will probably achieve gains in reading which are lower than the gains of the standard English speaker, while children who use primarily nonstandard English syntactic patterns will probably achieve the lowest gains in reading and arithmetic.

4. The language-experience reader method appears to prepare children better than the basal reader method in arithmetic.

9. Kolash, Bette D. The Relationship of Preferred Learning Modalities and Conceptual Tempo to Reading Readiness of First Grade Disadvantaged Children. New York University, 1972. 188p. 73-8174.

This study examined perceptual and conceptual styles of learning as they related to reading readiness. Specifically, it investigated the relationships among preferred learning modality, conceptual tempo, and the reading readiness of disadvantaged children in the first grade.

The subjects of the study were 162 first grade disadvantaged children, who had normal vision and hearing, were English speaking, and who had parental permission to participate in the study.

These children were tested and classified according to their preferred learning modality on the basis of at least one standard deviation difference between auditory and visual modality test T scores on the New York University Modality Test. Eighty-one were found to have either a visual or an auditory modality preference. These children were then tested on the Matching Familiar Figures Test and 63 children were found to be reflective or impulsive in conceptual tempo. The data collected on these 63 children were used in the testing of the three hypotheses. The reading readiness score of each child participating in the study was determined by the total Language score of the New York City Prereading Assessment and was used as the dependent variable in this investigation.

The statistical procedure employed to test the hypotheses were zero-order correlational analyses and a step-down multiple regression analysis that involved an a priori ordering of modality preference, conceptual tempo, and their interaction.

Hypothesis one stated that a visual modality preference would be positively related to reading readiness in first grade disadvantaged children. Those children who have a visual modality preference would score higher in reading readiness than those who have an auditory modality preference.

A zero-order correlation (r) between modality preference and reading readiness was computed. Since the hypothesis was directionally stated, a one-tailed test of the alpha level was used, with the significance of the correlation tested with a t-test.

Hypothesis two stated that a reflective conceptual tempo would be positively related to reading readiness in first grade disadvantaged children. Those children who have a reflective conceptual tempo would score higher in reading readiness than those children who have an impulsive conceptual tempo. In addition, information on reflective conceptual tempo would add a significant increment to the prediction of reading readiness available from the modality information.

The multiple correlation (R) of the combination of conceptual tempo and modality preference was computed and the difference between this R and the zero-order r between modality preference and reading readiness was tested with an F test for the increment in R.

Hypothesis three stated that the joint effect of modality preference and conceptual tempo would account for more of the variance in reading readiness than either factor alone. Those first grade disadvantaged children who have both a visual modality preference and a reflective conceptual tempo would score higher in reading readiness than those first grade children in whom these factors operate singly in conjunction with reading readiness. Specifically, the joint effect of modality preference and conceptual tempo would add a significant increment to the amount of variance accounted for by the separate effects.

The multiple correlation (R) of conceptual tempo, modality preference, and their joint effect with reading readiness was computed.

Hypothesis one was upheld. Children with a visual modality preference were found to have higher reading readiness scores than children with an auditory modality preference.

Hypothesis two was also upheld. Children with a reflective conceptual tempo were found to have higher reading readiness scores than children with an impulsive conceptual tempo. In addition, information on reflective conceptual tempo added a significant increment to the prediction of reading readiness available from the modality information. Moreover, the association between conceptual tempo and reading readiness was found to be even greater than that found between modality preference and reading readiness.

Hypothesis three was not confirmed. The joint effect of modality preference and conceptual tempo did not account for more of the variance in reading readiness than either factor alone. Those children who have both a visual modality preference and a reflective conceptual tempo did not score significantly higher in reading readiness than those in whom these factors operated singly in conjunction with reading readiness.

10. Minton, Judith H. The Impact of Sesame Street on Reading Readiness of Kindergarten Children. Fordham University, 1972. 168p. Mentor: Harry B. Gilbert. 73-1516.

This study attempted to investigate the effects of the first season of Sesame Street on the reading readiness of kindergarten children, as measured by the Metropolitan Readiness Test (MRT). The scores of children who had attended kindergarten in the two years prior to the first broadcast season were compared with the scores of children who had attended kindergarten in 1970, the year of the first season of Sesame Street. All the children had been enrolled in a school which housed all the kindergarten classes in the school district. Approximately 500 chil-

dren had been enrolled in the school each year. MRT scores were analyzed by year, not only in terms of the total group but also in terms of specific subsamples. The choice of each subsample was determined by either a criterion of research interest or research design. The variables of research interest which determined the selection of children into subsamples were: age, sex, and socioeconomic class. The variables selected because of design considerations, which represented attempts at control of possible sources of contamination from the non-random selection into samples, were: 1) prior sibling and 2) parochial school attendance. In each comparison the scores of the total test and the six subtests were analyzed separately. The six subtests were Word Meaning, Listening, Matching, Alphabet, Numbers and Copying. Single and Double Classification Analysis of Variance were the statistical procedures used.

In the comparison of the scores of the total samples, there was a significant difference found in favor of the 1970 group on the Alphabet subtest. There were no significant differences in favor of the 1970 group found on any of the other subtests nor on the total test. Similar results were found in the sibling and parochial school analyses. When the scores of the older kindergarten children were separated from the younger kindergarten children, no significant interaction was found between age and exposure to Sesame Street. When the scores were grouped by sex, a significant interaction effect in favor of boys was found in 1970 on the Alphabet subtest. In groups separated socioeconomically, the scores of children from an advantaged community were found to be significantly higher on the Alphabet subtest in 1970 than the subtest scores of similar advantaged groups from previous years. The scores of the kindergarten children of 1970 from the summer Head Start program were not significantly different, on any of the subtests nor on the total test, than the scores of the summer Head Start groups from the previous years.

It was concluded that Sesame Street was an effective teacher of letter recognition to kindergarten children, although the effects were not uniform. Boys benefited more from this instruction than did girls. Children from advantaged homes benefited from this instruction while children from disadvantaged homes did not.

The origin of the differential effects of Sesame Street was considered to be the already existing predispositions of the children. Further research exploring the early years of childhood was suggested. Other major recommendations were as follows: 1) This study should be replicated in areas where Sesame Street is being shown for the first time. 2) There should be further analyses of particular goal areas of Sesame Street, to which a large part of the content was directed, which were directly related to subtests of the MRT, and, in which there was no improvement in performance. 3) Television for children should employ research-production partnerships. 4) The performance of "disadvantaged" children should be further investigated. 5) the performance of "advantaged" children should be further investigated.

11. Reichbach, Edward M. An Evaluation of Two Methods of Teaching Reading to Disadvantaged Kindergarten Children. (Previously copyrighted material not microfilmed at request of author. Available for consultation at the University.) Wayne State University, 1972. 69p. Adviser: Cynthia M. Colvin. 72-28,479.

This comparison study took place in a small urban city in southeastern Michigan. It compares two types of kindergarten reading readiness programs. One was an informal language experience type of program, while the other utilized DISTAR Read-

ing Program, published by S.R.A. There were a total of 122 children involved in the study. The children were divided into two groups with three kindergarten classes in each group. All the children involved in this study were from a lower socioeconomic class. The children were pre-tested and post-tested using the Wide Range Achievement Test administered individually by the building reading teachers and the district psychologist.

The study dealt with three questions related to kindergarten reading readiness: 1) Does the time allotment devoted to reading readiness vary in both programs? 2) Did the use of DISTAR materials play a greater role in reading readiness than the regular program? 3) Did the sex of the child contribute to any differences in the gain of the group using DISTAR materials?

Examination of the obtained data indicated that the kindergartens utilizing the DISTAR materials devoted more time to reading readiness activities than the regular program. The children utilizing DISTAR Program materials scored significantly higher in two of the four subtests as well as in the total score as measured by the Wide Range Achievement Test. The differences in the two subtests were at the .05 and .01 levels of confidence. The difference in the total score was significant at the .01 level. Children of either sex scored equally well as measured on the Wide Range Achievement Test. There was no significant difference in the total scores at the .05 level of confidence.

The study was chiefly significant in regard to the achievement of low socioeconomic children and the lack of reading readiness that they bring with them when they first enroll in school. Tables and a bibliography are included.

12. Gilbert, Edna M. Effectiveness of Incentives for Kindergarten Children and Parents in a Reading Readiness Program. Arizona State University, 1973. 154p. Chairman: Nelson Haggerson. 73-10,365.

It was the purpose of this study to determine the relative effectiveness of incentives for children in the learning of reading readiness skills and to determine the effectiveness of incentives for parents in their attendance at parent training sessions.

Kindergarten students from four Title I schools in the Mesa School District were randomly selected as the sample for this study. These schools were divided into four different incentive groups: 1) incentives to children, 2) incentives to parents, 3) incentives to children and parents, 4) no incentives. Parents of the 166 children at these four schools were contacted to seek out their involvement in a reading readiness program. At the two schools were incentives were being offered to parents it was decided by a questionnaire to parents of these two particular schools that they should receive $10.00 per week for their attendance at the parent training sessions. At the schools where there were no incentives to parents, work was done on a volunteer basis.

For student incentives, the initial reinforcements were candy, food, small toys. The object of the student incentive model was to move toward a system of incentives in which the child would seek an inner satisfaction rather than a material incentive.

Each of the eight classrooms (two at each school) followed the same reading readiness program. The four paraprofessionals involved in the study received the same pre-session training, and met weekly, planning activities with the reading and art consultant before working with the parents, teachers and children at

their prospective school.

Student groups were pre-tested and post-tested on the Peabody Picture Vocabulary Test to assess intelligence and the Clymer-Barrett Tests for visual and auditory discrimination to measure relative gains in reading achievement. The analysis of covariance was used to determine if statistically significant differences existed between the relative performance of the various student incentive groups.

To determine the involvement of parents, the significance of the difference between the percentage of attendance at the incentive schools and the no-incentive schools was assessed.

There was no statistically significant gain in reading readiness skills by those students who received incentives and those who did not. Although the non-Anglo children scored higher than Anglo children in the matching letter skills, the only significant difference in subskills results between schools was in the naming letter skills where a school with incentives to children showed superior results to two other skills, one with incentives to children and one without. When this incentive group with its superior rating was compared to the second no-incentive group, there was no statistical significance. Therefore, it was concluded from the results of the subskills tests that incentive delivery did not make a difference in the development of reading readiness skills.

The results of the Clymer-Barrett Tests supported this conclusion with a no-incentive group having the greatest gains in achievement when IQ was held constant.

With a test of the significance of the differces between the participation of parents with incentives and those without incentives, a statistically significant difrence at the .01 level resulted demonstrating that the two groups were from difpopulations and that incentives given to parents are more effective than no incentives on their attendance at parent training sessions.

Elementary

13. Shears, Brian T. Aptitude, Content and Method of Teaching Word Recognition With Young American Indian Children. University of Minnesota, 1970. 162p. Adviser: Bruce Below. 70-20,250.

The purpose of the study was to compare visual and auditory methods of teaching word recognition to American Indian kindergarten children living on a closed reservation, grouped according to level of reading readiness, using words from first grade basal reading material and words spoken by and familiar to the children in daily life.

A stratified random sample of 12 subjects from the public elementary school in Red Lake, Red Lake Indian Reservation, Minnesota, participated in the study. All subjects were kindergarten children who were administered the Metropolitan Readiness Tests and were placed in a high average, or low readiness four by four latin square.

Each students was taught four sets of equivalent list material, with one list of words in each set. Two fo these lists (basal reader words) comprised words from the book Sally, Dick and Jane, published by Scott Foresman & Co., the first basal reader used by the first grade classes at the Red Lake Elementary School. The other two lists (familiar words) contained words which were spoken by and used frequently

by the kindergarten children. These lists were obtained and developed by the examiner on the reservation during a period of one month before the study began.

Each word was printed on a 5 x 8 card. On the reverse side of the card the word was illustrated and the word printed in the bottom right hand corner. Illustrations for the basal reader words were copied directly from the book Dick and Jane. Illustrations for the familiar words used Indian models when appropriate. The treatments were assigned to periods on the basis of a latin square design. Subjects were tested to be sure that they were naive learners, and were assigned to columns on a random basis.

The investigator did all of the teaching according to a carefully specified standard procedure, with the sessions for each subject being spaced exactly one week apart. The subjects received all four treatments and the number of words learned at the end of 40 minutes and read correctly 24 hours later were the scores. Each correct response was reinforced by the winning of a marble, balloon or penny by the subject.

The treatments applied to the sets of materials were as follows: Treatment A -- auditory method, using basal reader words; Treatment B -- auditory method, using familiar words; Treatment C -- visual method, using basal reader words; Treatment D -- visual method, using familiar words.

The word lists were counterbalanced, so six subjects received treatment A with Basal Reader List 1, six subjects received treatment A with Basal Reader List 2, six subjects received treatment B with Familiar List 1, and six subjects received treatment B with Familiar List 2. Similar counterbalancing was done with treatments C and D.

Scores obtained in the teaching sessions were tabulated by period and treatment for both immediate and delayed recall for all subjects. An analysis of variance procedure for latin squares was run on the scores.

Results of the study indicate that readiness did affect beginning word recognition. Low readiness American Indian children performed at a much lower level than did middle or high readiness children.

Main effect results indicate no significant difference between auditory and visual methods of instruction with the particular sample. However, low readiness subjects did significantly better with the visual method.

Finally, content did affect beginning word recognition. More familiar words were learned and retained than basal reader words, particularly with low and middle readiness children.

14. Baker, Isabel K. A Study of Reading Interest of Fourth Grade Children in Different Socio-Economic Groups. Oklahoma State University, 1972. 58p. 73-15,048.

The purpose of the study was to determine the reading interests, attitudes and habits of children in different socioeconomic groups in the fourth grade, specifically children in lower, middle and upper socioeconomic groups determined by the occupation of the father. Socio-Economic Status Group I being the professional group; Socio-Economic Status Group II, the skilled and white collar group; Socio-Economic Status Group III, the unskilled and semi-skilled group.

Three hundred fifty-four fourth grade students in six randomly selected schools from a large Oklahoma urban area made up the population and the sample. A Reading Inventory by George Spache and Stanford Taylor was administered to all children in the sample. Edward's Scale of Socio-Economic Status was used to determine status, based on the occupation of the father. Out of approximately 5400 fourth grade students, attending 89 elementary schools, 354 from the six randomly selected schools were drawn, allowing every student the opportunity of having been selected, not individually, but through the school he attended.

The data were analyzed using the three-way analysis of variance. This seemed appropriate in the study because of the three independent variables of sex, age, and socioeconomic status. The dependent variables were interest, attitude, and habit. The dependent variables were treated individually in showing their relationship to the independent variables.

The data analyzed in this study indicated a significant negative correlation (-.33) between the achievement scores of Socio-Economic Status Group II students, i.e. students whose fathers were white collar and skilled workers, and their reading interests. Socio-Economic Status Group I, i.e. students whose fathers were of the professional group, showed no significant correlation, but this could be due to the low degree of freedome (24). Socio-Economic Status Group III students, i.e. those whose fathers were unskilled and semi-skilled workers showed that achievement correlated with reading interests, attitudes and habits and was significant at the .01 level. The F tests of students' attitude toward reading by sex, age and socioeconomic status groups were significant. Students in Socio-Economic Status Groups I and II had a mean attitude score of 5.98, which was higher than the mean of Group III, 4.83. This means that the higher socioeconomic status groups had a more positive attitude toward reading than the lower group.

The F ratios of students' interests in reading by age, sex and socioeconomic status group showed a difference for sex only. Girls had a mean of 4.71, which was significantly higher than the mean 3.30 of boys. The interaction between students' socioeconomic group and age accounted for enough systematic variance to be found significant. Students in Groups I and II had higher reading habit scores for ages 10 to 10.11 than students in Group III. But Group III students were higher than the others for ages 11 to 11.11.

15. Black, Frank S. The Relationship Between Pupil Mobility and Reading Achievement in High-Mobility-Low-Income Elementary Schools. Ohio State University, 1972. 113p. Adviser: Robert Sargar. 72-20,941.

It was the purpose of this study to determine the relationship between pupil mobility and reading achievement of sixth grade pupils in selected high-mobility-low income elementary schools.

The variables of mobility were considered in three separate measures: 1) Movement History (types of schools attending), 2) Movement Pattern (number of times enrolled in each school attended), 3) Time of Movement (grade level during which mobility took place). Relationships were analyzed between these variables of mobility, sex, and reading achievement with IQ held constant. Mobile pupils were defined as those who had a record of two or more school transfers; stationary pupils were those with records of less than two school transfers. High-Mobility-Low-Income Elementary Schools

were defined as those schools which had both an average pupil mobility rate and an Aid to Dependent Children rate which was equal to or greater than twice that of the Columbus Public School System for the school year 1970-71. Therefore, the pupil mobility rate was 34% and ADC rate was 24% in the study.

The California Short-Form Test of Mental Maturity, Level 2H, the California Comprehensive Reading Test, Level 2, Form Q and a Pupil Personal Data Collection Form constructed by the investigator were used in the study. These instruments were utilized in the objective evaluation of reading achievement and the personal characteristics of mobility, sex, and IQ.

Two hundred ten sixth grade pupils located in seven high-mobility-low-income elementary schools in the Columbus (Ohio) Public School System composed the population of the study. Reading achievement and IQ data were obtained from the results of the City-Wide Testing Program, October 1971. Sex and pupil mobility data were collected from the personal records of the pupils.

Analysis of covariance was used to adjust the mean achievement scores for the influence of IQ and the analysis of variance was used to analyze the adjusted mean scores derived from the reading achievement categories of mobility and sex. Significance was attributed to all comparisons at or above the .05 level of confidence.

As a result of this investigation the following conclusions were reached: 1) The reading achievement of mobile pupils is not significantly different from stationary pupils. The reading achievement of sixth grade pupils in high-mobility-low-income schools is not influenced by thier movement history, movement pattern, time of movement or sex. 2) There are no significant differences in reading achievement among mobile pupils. The reading achievement of mobile pupils is not influenced by their movement history, movement pattern, time of movement or sex.

The implication of these findings was that by the time mobile pupils in high-mobility-low-income elementary schools reach the sixth grade they have overcome any negative influences on their reading achievement resulting from their mobility.

16. Bossing, Lewis L. A Comparison of Integration Between Auditory and Visual Modalities of Middle and Low SES Children at Ages Seven and Nine Years. George Peabody College for Teachers, 1972. 125p. Major Professors: Jack W. Miller and Hardy C. Wilcoxon. 72-25,374.

Results of an investigation by Birch and Belmont (1964) supported by several later studies indicate a fairly strong relationship between children's auditory-visual integration and reading ability. Other studies and classroom observation show that children from lower socioeconomic strata (SES) do not attain the reading proficiency of higher SES children.

The major objective of this study was to compare the auditory-visual (A-V) integration and visual-auditory (V-A) integration of low SES children, seven and nine years of age, with the A-V and V-A integration of middle SES children of similar ages. Secondary objectives were to 1) investigate the relationship between A-V and V-A integration of children at tthese ages and SES levels, and 2) investigate the symmetry of crossmodal transfer (CMT) between the auditory and visual

modes for these children.

Subjects were 40 seven year old and 40 nine year old children. Twenty S's at each age level were from middle SES and 20 were from low SES. SES of S's was established through Warner's Index of Status Characteristics. Subjects were screened for adequate functioning of auditory and visual sense systems.

A revised version of the Birch-Belmont test of A-V integration was developed for the investigation. The test consisted of 60 items, 30 each for the A-V and V-A sequences. The A-V sequence consisted of presentation of the visual stimuli, tone patterns, followed by presentation of the visual stimuli, patterns of dots. Subjects were required to judge whether the second presentation was the "same" as or "different" from the first. The V-A sequence utilized the same components with the order of presentation reversed.

Testing was preceded by an orientation to test stimuli and procedures which included administration of six warm-up items. The test was administered, in two sessions, to small groups of S's in a classroom setting with only the E and S's present. One week after the initial test session, the alternate section of the test was administered. Performance on this test of CMT was considered an assessment of S's level of integration between the auditory and visual modalities.

Hypotheses were tested through analysis of variance and comparison of Pearson Product Moment Correlation coefficients. Data analysis indicated 1) significant differences in integration between audition and vision of low and middle SES children at seven and nine years of age, 2) a significant difference in this intersensory integration between low SES children at seven and nine years of age, 3) that A-V and V-A transfer may be symmetrical for these children, with the degree of integration determining a level of intersensory functioning nearly equivalent for A-V and V-A CMT, and 4) that integration of these two sense systems may be accelerated by experience, or that children may be able to speed acquisition and refinement of CMT skills through practice.

These results, when considered in conjunction with earlier findings concerning the relationship of A-V integration and reading along with observation of inferior reading ability of low SES children, suggest a possible reason for the lower reading proficiency of low SES children. It seems plausible that such children's integration of audition and vision, as indicated by poorere CMT, may contribute to the difference in reading competence. A logical extension of this argument is that accelerated integration between auditon and vision could result in improved reading proficiency for low SES children. An investigation of this possibility seems to be indicated.

17. Bowles, Stephen A. Effectiveness of Reinforcement Menus in Promoting Reading Behaviors Among Spanish and Non-Spanish Surname Students. University of California at Santa Barbara, 1972. 193p. 72-25,031.

This study examined the effectiveness of reinforcement menus for promoting reading behaviors. Subjects were fourth, fifth and sixth grade students enrolled in regular Summer School reading classes. The independent variable consisted of a "reinforcement menu" containing 17 different reinforcers from which subjects selected. The dependent variables which the study sought to promote were 1) percentage of students engaged in reading behaviors during "free choice" class time, 2) number of books read during the treatment period, 3) attitude toward

reading as an academic subject, and 4) school attendance. These criteria were analyzed by subject treatment group (experimental-control), ethnicity (Spanish-non-Spanish surname), sex and reading ability level. Desirability for experimental group subjects of individual reinforcers within the menus were measured by 1) frequency of selection, 2) proportion of subjects' total selections, and 3) nomination of inidividual reinforcers as "most valued." Three reinforcers were specifically included in the reinforcement menu as reflecting "culturally appropriate" reinforcers, i.e. Spanish language comic books, tapes of "Music of Mexico," and tapes of "Stories of Old Spanish California and Mexico" to determine differentiation in respect to subject response patterns. The experimental treatment was employed over a four week time period. Exposure to the reinforcement menu was contingent upon demonstration of two behaviors: 1) engagement in specific reading behaviors during a daily 60-minute reading period, and 2) presentation of a bookslip listing the title and author of a book read at home or at school. Reinforcement procedures were administered during the reading period by six teacher aides.

All subjects were ranked first by reading test scores from highest to lowest levels and then matched on the basis of similar reading levels and randomly placed into experimental or control group classes. Other student characteristics were allowed to vary randomly. The resulting two groups were assigned to separate teams of three teachers and six aides each. A total of six reading groups (two high, two medium, and two low ability levels) were required for the study. A total of 136 subjects (68 experimental and 68 control) were utilized. Data was gathered by means of 1) observations over three time periods during "free choice" class time, 2) group questionnaires, 3) individual interviews conducted by independent interviewers, 4) bookslips and checkout cards from the school library, and 5) attendance records.

Findings were as follow: 1) Subjects exposed to the reinforcement treatment procedures demonstrated a significant increase in the percentage of students engaged in reading behaviors during free choice class time over three observation periods. Subjects exposed to control procedures, however, did not demonstrate a similar increase. 2) Differences between the percentage of students engaged in reading behaviors in the experimental and control groups did not reach traditional levels of significance when analyzed by each separate behavioral observation. Further analysis in the same manner relative to sex, ethnicity (Spanish/non-Spanish surname) and reading ability level while in the predicted direction failed to achieve traditional levels of significance. 3) Those experimental group subjects reported having read significantly more books during the treatment period than did similar students in the control group. Non-Spanish surname and female experimental group subjects also reported reading significantly more books than their control counterparts. 4) The experimental group subjects displayed significantly better Summer School attendance than did those in the control group. Spanish surname experimental group students also had significantly better attendance records than did their controls. 5) Culturally appropriate reinforcers for Spanish surname subjects were identified at a critical level of significance. However, the potential for developing such reinforcers did evidence itself for those few students who chose these specially oriented reinforcers. While few students chose these "culturally appropriate" reinforcers, the reinforcers were often valued most highly when compared with rein-

forcers in general. 6) Nine of the 17 individual reinforcers within the menu were found to be significant in terms of choice relative to preferences based on sex, ethnicity and/or reading ability levels. 7) The most frequently chosen reinforcers did not always correspond to those which the student indicated he valued most.

18. Braiker, Rose W. A Comparative Study of the Effectiveness of a Remedial Reading Program. University of Michigan, 1972. 88p. Chairman: William H. Wills. 73-11,048.

This study evaluates the effectiveness of a corrective reading program, the Communication Skills Center (CSC), developed under Title I of the Elementary and Secondary Education Act in the Detroit Public Schools. Children from the diagnostic population were identified at the Center but did not attend the remedial reading program. They made as much improvement in reading in their schools, without the aid of the remedial reading program, as children who received both diagnostic testing and remedial instruction at the CSC.

The study population consisted of 102 students from four elementary schools in Region 8 selected as retarded readers needing instruction of a corrective nature. The experimental group consisted of fifty-eight students enrolled in the CSC for the period of one year. Forty-four students, not enrolled in the CSC, composed the diagnostic group. The measure of the improvement for each student was an achievement score derived from Stanford Achievement Tests administered to all students for two years following the instruction. These scores permitted eight comparisons to be made for each year period on the basis of the eight subtests of the Stanford Achievement Test.

In a critical examination of the data, accomplished by means of comparative analysis, the t-test was utilized to ascertain the groups of students under investigation. In addition, the technique of analysis of variance and of covariance, with intelligence scores as the covariate, was used to determine if significant group differences in academic achievement occurred.

On the basis of this investigation, analysis of data warrant the acceptance of the following hypothesis on which this study was supported. Children who attended the remedial reading center made no significant improvement and did not achieve significantly higher grade level scores than those children who were tested but did not participate in the program.

An evaluation of the results of the statistical analyses in terms of the hypotheses resulted in the following conclusions: 1) Statistical analysis of data did not reveal significant improvement resulting from the remedial reading program. 2) Analyses of data revealed little differences between the two groups over a period of time. Data did, however, reveal some differences in favor of the diagnostic group. 3) Data from this study indicated that pupils who received diagnostic testing but did not attend the CSC made more improvement in some areas than those pupils who received both diagnostic testing and remedial reading instruction in the CSC.

From the findings of this study, the following recommendations are made: 1) Curriculum leaders should investigate preventive classroom reading programs to see what might be done to lessen the percentage of students needing remediation. 2) Use made of diagnostic reports submitted to schools seem worthy of investigation. A person qualified to give and interpret diagnostic reading tests should be available to each

school. 3) Evidence does not support a contention that the CSC should operate primarily for the provision of remedial reading instruction. It is recommended that the CSC function primarily as a diagnostic agency and as a teacher training center.

19. Cheek, Martha D. C. Relationship of Oral Reading, Spelling and Knowledge of Graphemic Options. Florida State University, 1972. 162p. Major Professor: Edwin H. Smith. 72-31,387.

The problems stated for this investigation were: 1) to determine sixth and eighth graders' knowledge of certain graphemic options in the American-English orthography; 2) to determine the relationship between this knowledge and the students' oral reading accuracy and spelling ability; and 3) to determine if these abilities are of the same magnitude in both black and white students.

The population was composed of 139 sixth and 119 eighth graders enrolled in the regular classrooms of two northern Florida middle schools with an equivalent black/white ratio.

The instruments used were the Gilmore Oral Reading Test, Form C, a random sample of 100 words from the New Iowa Spelling Scale; and the Graphemic Options Tests, Parts I and II, a test of graphemic option knowledge developed in part for this study.

Thirty-six hypotheses were tested. Hypotheses five through thirteen stated that there is no significant relationship between sixth and eighth grade black and white students' graphemic options knowledge and their oral reading accuracy. The Pearson Product Moment Correlations were .63 for sixth grade blacks; .66 for sixth grade whites; .69 for sixth grade blacks and whites; .64 for eighth grade blacks; .55 for eighth grade whites; .66 for eighth grade black and whites; .65 for sixth and eighth grade whites; and .69 for the total population. All nine of these hypotheses were rejected.

Hypotheses fourteen through twenty-two stated that there is no significant relationship between sixth and eighth grade black and white students' graphemic options knowledge and their spelling achievement. The correlations were .78 for sixth grade blacks; .76 for sixth grade whites; .80 for sixth grade blacks and whites; .73 for eighth grade blacks; .69 for eighth grade whites; .75 for eighth grade blacks and whites; .76 for sixth and eighth grade blacks; and .78 for the total population. Each of these hypotheses was rejected.

Hypotheses twenty-three through thirty-one stated that there is no significant relationship between sixth and eighth grade black and white students' oral reading accuracy and spelling achievement. The correlates were .77 for sixth grade blacks; .87 for sixth grade whites; .86 for sixth grade blacks and whites; .85 for eighth grade blacks; .61 for eighth grade whites;. .82 for eighth grade blacks and whites; .83 for sixth and eighth grade blacks; .80 for sixth and eighth grade whites; and .85 for the total population. All nine of these hypotheses were rejected.

Hypotheses thirty-two through thirty-six stated that there is no significant difference between third and fifth grade and sixth and eighth grade students' graphemic options knowledge. Data for the third and fifth graders were obtained from a previous study. Hypothesis thirty-five stated that there is no significant difference between fifth and eighth grade students' graphemic options knowledge and was not rejected. The four remaining hypotheses were rejected.

The conclusions were: 1) Knowledge of graphemic options, as measured by the Graphemic Options Test, is developmental in nature through the fifth grade with a decline at the sixth grade and an insignificant increase from the fifth grade to the eighth grade. 2) A positive and significant relationship exists between sixth and eighth graders' graphemic option knowledge, oral reading accuracy, and spelling achievement. 3) White sixth and eighth graders have a greater graphemic option knowledge than black sixth and eighth graders. 4) Higher correlations between graphemic option knowledge and oral reading accuracy, and graphemic option knowledge and spelling achievement, were obtained for black students than for white students.

20. DeShields, James I. Factors Effecting Achievement in ESEA Title I Schools and Non-ESEA Title I Schools. University of Massachusetts, 1973. 151p. 73-14,631.

This study investigated performance on the Comprehensive Tests of Basic Skills between children from ESEA Title I school districts and children from non-ESEA Title I school districts in Washington, D.C. Specifically, this study examined the extent to which there was a relationship between achievement and the density of children per school reflecting socioeconomic variables used as criteria to select Title I target areas in the District of Columbia.

Twelve variables were used in the study. The twelve variables consisted of ten independent variables and two dependent variables. Reading and arithmetic scores were the dependent variables. Only elementary schools were used in this study. Based on their rank all of the elementary schools were divided into ESEA Title I schools and non-ESEA Title I schools.

In the initial analysis the t-test of significance was used to examine the difference between means for ESEA Title I schools and non-ESEA Title I schools for eight of the twelve variables. A second analysis was conducted using Spearman's Coefficients of Correlation to examine the relationship among all twelve variables. The Stepwise Regression Analysis was then conducted to examine the best possible predictive relationship among the set of ten independent variables and each dependent variable, respectively. A fourth analysis was conducted using the test of Parallelism of Regression to examine the extent to which one regression line for each predictive variable could be used for all observations.

The analysis of the data was divided into three parts. The first part included an analysis of the data derived from the total sample which included comparisons between ESEA Title I schools and non-ESEA Title I schools. The second part included an anlysis of data derived from the sub-population of ESEA Title I schools. The analysis of the data for the third part was derived from the sub-population of non-ESEA Title I schools.

The analysis of data indicated that students who attended ESEA Title I schools performed at statistically significant lower levels in both reading and arithmetic performance than students who attended non-ESEA Title I schools. The data analysis also suggested that ESEA Title I Rank was the single best predictor of performance on the reading test. However, ESEA Title I Rank was not a significant predictor of performance on the arithmetic test. Last, the Parallelism of Regression analysis suggested that for most of the independent variables, ESEA Title I schools and non-ESEA Title I schools can be treated as independent populations.

21. Gardner, Ruth C. A. The Relationship of Self Esteem and Variables Associated with Reading for Fourth Grade Pima Indian Children. University of Arizona, 1972. 100p. Director: R. Van Allen. 72-25,509.

The purpose of this study was to investigate the relationship of self esteem to variables associated with reading for fourth grade Pima Indian children. The variables selected were factors of intelligence, quotients to represent reading achievement and attitudes toward reading.

The study posed the following questions: 1) Is the self esteem of a fourth grade Pima Indian child significantly related to his language ability? 2) Is the self esteem of a fourth grade Pima Indian child significantly related to his non-language ability? 3) Is the self esteem of a fourth grade Pima Indian child significantly related to his total intelligence? 4) Is the self esteem of a fourth grade Pima Indian child significantly related to his reading achievement in terms of his age and grade expectancy? 5) Is the self esteem of a fourth grade Pima Indian child significantly related to his reading achievement in terms of his estimated potential? 6) Is the self esteem of a fourth grade Pima Indian child significantly related to his attitude toward reading?

For each question the .05 level using a one-tailed test was selected as the limiting level of confidence.

Data were collected from the fourth grade classes on the Gila River Reservation in Central Arizona. Selection of a sample of one hundred two subjects was determined by tribal registry, residence, representation within the prevailing socioeconomic level of the reservation and completion of the battery of data gathering instruments: 1) The Self Esteem Inventory, 2) The California Short Form Test of Mental Ability, 3) Reading subtests of the Metropolitan Achievement Test, 4) Inventory of Reading Attitude.

Significant relationships were found between self esteem and language ability, total intelligence as represented by mental age, reading achievement in terms of age and grade expectancy, reading expectancy in terms of estimated potential and attitude toward reading for boys. No significant relationships were found for language, mental age, reading achievement in terms of grade expectancy and attitude toward reading for the total group.

Results also indicated that average scores obtained by fourth grade Pima Indian children fall far below the standardization norms or the average range for the Self Esteem Inventory and quotients to represent achievement in reading in terms of age and grade expectancy. In terms of their experiential background and opportunity for learning as reflected by their scores on an intelligence measure, these children fall only slightly below the average range in reading achievement in relation to their estimated potential.

The findings of this study indicate a need to 1) continue present programs to raise the level of self esteem of Pima Indian children through the development of culturally-oriented educational materials, 2) provide reading instruction based upon enhancing the child's self esteem through the valuing of his own language, interests and abilities while providing for continuous enrichment to develop mental maturity and comprehension, and 3) recognize and respect feelings and attitudes which reflect the Pima culture and influence self esteem and school achievement.

22. Gould, Kathryn L. Relationships of Creativity, Reading Comprehension, Intelligence, and Response to a Literature Selection for Fourth Grade Inner-City Children. (Previously copyrighted material on several pages not microfilmed at request of author. Available for consultation at the University.) Ohio State University, 1972. 244p. Adviser: Robert Emans. 72-20,963.

The purpose of this study was to determine relationships between verbal and nonverbal creative thinking, literal reading comprehension, intelligence, and creative oral response to a literature stimulus.

Data were collected from seventy-four fourth grade boys and girls in three classrooms of an inner-city school. Each of the children in this lower socio-economic status group was black.

Since creativity may have operated differently when different types of stimuli and responses were employed, both paper and pencil and oral response measurements were used. The Minnesota Tests of Creative Thinking measured verbal and nonverbal creative abilities. The California Short-Form Mental Maturity Test was used to obtain intelligence quotients. The Gates-MacGinitie Reading Comprehension Test, Survey D, assessed reading comprehension ability. An informal measurement developed for this study, the Literature Response Instrument, assessed creative oral responses to a realistic children's picture book.

Relationships between creativity and reading comprehension variables were analyzed holding intelligence constant with a first order partical correlation coefficient. Relationships between intelligence and the creativity and reading comprehension variables were analyzed using a product-moment correlation coefficient. Data were further analyzed to determine relationships between the three creativity variables and sex. Findings were as follows:

1) A statistically significant relationship (r=.37, .01) was found between verbal creativity and reading comprehension.
2) No statistically significant relationship (r=.17) was found between nonverbal creativity and reading comprehension.
3) No statistically significant relationship (r=.09) was found between verbal creativity and creative oral response to literature.
4) No statistically significant relationship (r=.09) was found between nonverbal creativity and creative oral response to literature.
5) No statistically significant relationship (r=.07) was found between reading comprehension and creative oral response to literature.
6) A statistically significant relationship (r=.43, .01) was found between verbal creativity and intelligence.
7) A statistically significant relationship (r=.43, .01) was found between nonverbal creativity and intelligence.
8) A statistically significant relationship (r=.43, .01) was found between reading comprehension and intelligence.
9) No statistically significant relationship (r=.14) was found between creative oral response to literature and intelligence.
10) A statistically significant relationship (.05) was found between verbal creativity and sex, with the difference favoring girls. No statistically significant relationships were found between sex and either nonverbal creativity or creative oral response to literature.

When intelligence was held constant there was a low, positive, but significant

relationship between verbal creative thinking and reading comprehension. Neither nonverbal creativity, nor creative oral response to literature were significantly related to reading comprehension. Neither verbal nor nonverbal creative thinking, as measured by paper and pencil tests, were related to creative oral responses to literature. Intelligence had a low, positive, but significant relationship to verbal creativity, nonverbal creativity, and reading comprehension. Intelligence and creative oral response to literature were not significantly related. While a difference favoring girls existed between verbal creativity and sex, no significant relationships were found between sex and nonverbal creativity or creative oral response to literature.

Although the scoring guide for the Minnesota Tests of Creative Thinking provided the basis for developing specific criteria for rating the Literature Response Instrument protocols, the two instruments may measure different types of creative activity. It is also possible that the subjects reacted differently to written and oral response tasks. Results of this investigation suggest that creative thinking abilities exist within all children, but in different degrees and combinations for each individual.

23. Graham, Dorothy M. A Comparison Between the Indian and Non-Indian Children in Southern Saskatchewan Based on Listening Comprehension, Reading Comprehension, Auditory Discrimination, and I.Q. University of Northern Colorado, 1972. 119p. 72-23,804.

The purpose of this study was to compare the performance of the Indian children in grades two and three of an integrated school in Southern Saskatchewan, Canada, with the performance of their non-Indian classmates on tests of listening comprehension, reading comprehension, auditory discrimination, and IQ. Statistical comparisons using the t-test for independent samples were made between the mean raw scores obtained by both the Indian and non-Indian pupils on the criteria of listening comprehension, reading comprehension, and IQ, and between the measures of adequacy on a test of auditory discrimination. The potential and the actual reading grade levels for the individual members of the sample were also examined for any discrepancies between levels which might have important implications for educational planning.

Data for the investigation were collected by means of a program of standardized tests. The Durrell Listening-Reading Series provided measures of listening comprehension, reading comprehension, and the potential and actual reading grade levels. The Wepman Auditory Discrimination Test was used to determine the adequacy of the pupils in the sample on the auditory discrimination factor, and the results of the Kuhlmann-Anderson Test supplied the necessary IQ ratings. Means were computed for measures of listening comprehension, reading comprehension, and IQ, and the two-tailed t-test for independent samples was used to assess the significance between means at the .05 level of confidence. The chi-square was employed to test the significance of the Wepman test results at the .05 level of confidence. Discrepancies between the potential and actual reading grade levels were presented in the form of percentage tables.

Results of the study generally supported the idea that the Indian children in the primary grades of an integrated school in Southern Saskatchewan were handicapped

in their academic progress by insufficient development of their listening and reading skills, and by their less advanced intellectual growth.

On the basis of the findings of this study and the limitations under which it was conducted, the following conclusions were drawn: 1) There were significant differences between the Indian children and their non-Indian classmates in grades two and three of an integrated school in Southern Saskatchewan on measures of listening comprehension, reading comprehension, and IQ. The mean raw score of the Indian children in the sample was statistically significant below that of their non-Indian classmates on each of the variables measured. 2) There was no significant difference between the Indian children and their non-Indian classmates in grades two and three of an integrated school in Southern Saskatchewan on a measure of auditory discrimination. 3) A substantial percentage of both the Indian and non-Indian children in grades two and three at this school exhibited considerable capacity for improving their potential reading grade scores.

24. Hanson, Richard A. A Study of the Effects of Sustained Silent Reading on the Reading Attitudes and Habits of Second, Third and Fourth Grade Students in a Low Income Area School. University of North Dakota, 1972. 131p. Adviser: Larry A. Harris. 73-5965.

The purpose of this investigation was to study the effects of the inclusion of a daily period of sustained silent reading in the classroom instructional program on the attitudes toward reading and the independent reading habits of second, third and fourth graders in a low income area school.

The sample for this investigation was comprised of children enrolled in twelve classrooms in Longfellow Elementary School, Great Falls, Montana. Four classrooms each, at second, third and fourth grade levels, participated in the study. Two experimental and two control group classrooms were identified at each grade level by a random selection process. The study began during the third week in September and ended during the third week in March. Only those children who participated in the study for the entire treatment period were included in the final sample of 288 subjects.

The instruments used in this study were: the San Diego County Inventory of Reading Attitude, the Parent Survey: Children's Reading in the Home, and the Reading Record Form. The pretest and posttest administrations of the instruments was conducted by the researcher. The researcher also conducted inservice training sessions and made regular visits to all of the experimental and control group classrooms.

The experimental group classrooms provided a daily period of approximately thirty minutes of sustained silent reading during the six month treatment period. The control group classrooms had a daily period, comparable in instructional time, of self-selected language activities.

The analysis of the data involved use of a one-way analysis of variance and one-way analysis of covariance. To test each of the six hypotheses, comparisons were made for the total sample and for each of the three grade level samples.

The study has provided evidence which supports the following conclusions, subject to the limitations of the study: 1) Providing children with a daily period

of sustained silent reading for a six month period does not affect their expressed attitude toward reading. The findings indicate that experimental and control group children made comparable, positive gains in attitude toward reading during the treatment period. 2) Providing children with a daily period of sustained silent reading for a six month period does not affect their out-of-school reading habits. The experimental and control group children in this study made comparable increases in the amount and variety of self-selected reading done in the home. 3) The inclusion of sustained silent reading in the reading program appears to have a positive effect on the independent reading habits of children. At two of the three grade levels involved in this study the children exposed to a daily period of sustained silent reading made significantly greater gains in independent reading than did control group children.

25. Hicks, Reta D. A Comparative Analysis Among the Variables Father's Occupational Level, Sex, Intelligence, and Reading Achievement with Fourth Grade Children's Ability to Read Technical and Basic Vocabularies. University of Southern Mississippi, 1972. 104p. 72-26,552.

The purpose of this study was to investigate possible relationships between the composite set of variables father's occupational level, sex, reading, achievement, intelligence, basic vocabulary and the criterion, social studies vocabulary. The study attempted to determine differences between basic and technical vocabularies. It also attempted to ascertain if one fourth grade sample actually knew the 34 social studies words isolated by McDonald and labeled as essential to the mastery of social studies at the fourth grade level.

Basic and technical (oral and written) vocabulary tests were developed by the investigator. These tests were administered to a fourth grade sample in one central Mississippi school in December 1971. Reading achievement and intelligence scores were obtained using the California Reading Test, Form W, and the Lorge-Thorndike Intelligence Test, Form D. Father's occupational level was categorized using Roe's six levels range from unskilled to professional.

The analysis of the collected data indicated that there was a significant relationship between the composite set of variables previously mentioned and the criterion, social studies vocabulary. Reading achievement was found to be the best single predictor of written social studies vocabulary. Father's occupational level and intelligence, when used in conjunction with reading achievement scores, would add significantly to the level of prediction at the .05 level of confidence. No significant differences were recorded between the samples' ability to read a basic and technical vocabulary, nor to respond to a written or oral form of a technical vocabulary. The number of students who could read an arbitrarily selected 95% of the McDonald essential social studies words did not differ from that expected by chance.

It was concluded that as reading achievement could account for 59% of the variance in social studies vocabulary, the two variables may be measuring some of the same functions or they are highly related to an undetermined parallel factor. If a child is proficient in general reading at the fourth grade level, he will probably be able to master the reading presented in social studies textbooks. Fa-

ther's occupational level may be an influencing factor in achievement in social studies. It was further noted that there may not be a difference in basic and technical vocabularies, nor oral and written technical vocabulary at the fourth grade level.

26. Kulkin, Alan L. Social Class, Task and Reinforcer Choice on Reading Task Performance. Yeshiva University, 1972. 94p. 73-11,992.

The purpose of this investigation was to study the effect of three variables: choice of task, choice of reinforcer, and social class on reading task performance. Specifically, this research investigated whether the choice of a reading task as compared to a randomly selected reinforcer leads to superior performance of the task; whether the choice of a reinforcer as compared to a randomly selected reinforcer leads to superior performance of a reading task; and whether there is a difference between black lower class children and white middle class children on reading task performance. Two additional problems were also studied: whether there are differences in task preferences between social classes, and whether there are differences in reinforcer preferences between social classes.

It was hypothesized that the level of reading task performance would be higher for children who chose their task rather than those who were given a randomly selected task; that children who chose their reward (reinforcer) would have a higher level of reading task performance than those children who received a randomly selected reinforcer; and that white middle class children would perform significantly better on a reading task than black lower class children. It was hypothesized that there would be no interaction effects between or among choice of task, choice of reinforcer and social class. It was also hypothesized that there would be differences in task and reinforcer preferences between social classes.

The sample consisted of 160 fifth grade children, ten and eleven years old. Half of the subjects were white middle class and half were black lower class. There were four conditions: 1) choice of task and choice of reinforcer; 2) choice of task and no choice of reinforcer; 3) choice of reinforcer and no choice of task; 4) no choice of task and no choice of reinforcer. Subjects chose by the method of paired comparisons from five reading selections and five rewards: two verbal (praise, "correct"), candy, small toys and a penny. A post-test only control group design was used, with the Cloze procedure as the measure of reading task performance. The analysis of the performance data (number of correct responses on a fifty-item post Cloze test) of the eight experimental groups formed a 2x2x2 factorial design: two choice of task (choice and no choice), two choice of reinforcer (choice and no choice), and two social classes (white middle class and black lower class).

The findings of the study indicated: 1) Subjects given a choice of reading task have superior reading task performance than subjects given a randomly selected reading task (no choice). 2) Subjects given a choice of reinforcer do not perform significantly higher on a reading task than subjects who receive a randomly selected reinforcer (no choice). 3) White middle class children had significantly superior performance on a reading task than black lower class children. 4) There were no interaction effects between or among choice of task, choice of reinforcer, and social class. 5) There was no evidence of a significant difference between black lower class children and white middle class children as to reading task preference.

6) There was no evidence of significant differences between black lower class and white middle class as to reinforcer preferences.

27. Miller, Dick D. A Comparison of Two Approaches to the Teaching of Reading to Navajo Indian Students. Utah State University, 1972. 85p. Major Professor: L. Gail Johnson. 73-948.

This study was made at Intermountain School in Brigham City, Utah. Intermountain is the largest co-educational boarding school operated by the U.S. Bureau of Indian Affairs, having an enrollment of approximately 2000 Navajo Indian students between the ages 12 and 21.

Learning to read English is difficult for Navajo students. For this reason, Intermountain School has established a Reading Clinic where the effort is concentrated to help these students learn to read English, and at the same time, to cultivate the desire to read.

Learning Dynamics Institute (LDI), a Utah corporation, has developed a reading program which is intended to teach the reading skills and to develop a positive self image.

The purpose of this study is to compare the reading ability and attitudes toward reading of students who have received instruction in reading in the Reading Clinic of Intermountain School with those of the LDI program students.

Two groups of 150 students were formed, matched according to sex, age, and reading ability. The control group took instruction for an 18 week period by the Reading Clinic approach, and the experimental group took instruction for an 18 week period by the LDI approach. Pre-tests were administered at the start of the project and post-tests were administered at the end. The purpose of the study was to answer the following questions: 1) Is there a difference in reading ability between the control group and the experimental group? 2) Is there a difference in the mean growth in reading ability between total boys in both groups compared with total girls in both groups; boys in the control group compared with boys in the experimental group; girls in the control group compared with girls in the experimental group? 3) Is one program more beneficial than the other for either the bright student or the slow student? 4) Is one program more conducive than the other to the development of a desirable attitude toward reading? 5) Is one program more successful than the other in increasing study skills? 6) Is one program more successful than the other in increasing word analysis skills?

Separate analyses of covariance were run for each of the questions, with the exception of #4, which was subjected to a chi-square test of independence. In each question, no statistically significant differences were found. The conclusions of the study indicate that neither approach is any more successful than the other in the teaching of reading skills to Navajo Indian students.

28. Reed, Mary M. Some Effects of Oral Presentation on Reading Achievement in Grades Seven and Eight in an Inner City School. University of Pittsburgh, 1972. 140p. 73-13,233.

The primary purpose of this study was to determine some of the effects of oral presentation of material on the reading achievement of students in grades seven and eight in an inner city school.

This study was conducted in an inner city school in the city of Pittsburgh. One hundred twnety-seven seventh grade students and one hundred eleven eighth grade students participated. Because of block scheduling, intact groups had to be used. These groups were then designated as control or experimental groups. The experimental groups were subjected to oral presentation of materials twice weekly for a period of thirty weeks. The control groups received no such treatment.

In the final analysis of the data, only those students for whom there were both pre- and post-test scores were included. The results of students who transferred from the school or entered at various times during the school year, were eliminated.

All students were given the Durrell Listening-Reading Series, Advanced Level Test. Form DE was used as the pre-test for both grade levels and Form EF was utilized as the post-test for both grade levels. The Iowa Silent Reading Test, Elementary Battery, was also used as one of the measuring instruments. Form AM was utilized as the pre-test for seventh grade students and Form BM was utilized as the post-test. For students in the eighth grade, Form CM was utilized as the pre-test and Form DM was the post-test. As used in this investigation, the Iowa Silent Reading Test consisted of eight subtests: Rate, Comprehension, Directed Reading, Word Meaning, Paragraph Comprehension, Sentence Meaning, Alphabetizing and Use of Index.

The analysis of covariance was applied to each of the sub-tests of the Durrell Listening-Reading Series, Advanced Level Test and to each of the subtests of the Iowa Silent Reading Tests, Elementary Battery. In addition, the Pearson-Product Moment Correlation was also used to investigate significant relationships between subtests of both instruments.

Some of the findings resulting from this study are as follows: The Vocabulary Listening subtest of the Durrell Learning-Reading Series, Advanced Level Test, showed that the experimental groups in both the seventh and eighth grades performed significantly higher than the control groups when the groups were statistically equated for initial differences in performance. At the seventh grade level the difference was significant at the .05 level while the difference was significant at the .01 level for eighth grade experimental students. The seventh grade experimental group performed significantly higher than the control group in Directed Reading, subtest three of the Iowa Silent Reading Test. This difference was significant at the .01 level. The seventh grade experimental group also performed significantly higher than the control group in Paragraph Comprehension, subtest five of the Iowa Silent Reading Test. This difference was significant at the .05 level.

In Alphabetizing, subtest seven of the Iowa Silent Reading Test, eighth grade students in the control group performed significantly higher than did the students in the experimental group. This difference was significant at the .05 level. None of the other subtests on either Test showed significant differences at the eighth grade level.

This study was not designed to permit generalizations beyond the population involved. The investigation was exploratory in nature and the conclusions must be limited to the subjects, procedures and definitions described in the thesis.

29. Runyan, Anita J. Parent Education with Families of Children with Extreme Reading Problems. University of Oregon, 1972. 122p. Supervisor: Raymond N. Lowe. 73-7951.

Previous research indicates that many children with severe reading problems also evidence adjustment problems. Other research has isolated factors associated with "good" and "poor" readers that appear related to child-rearing practices and seem to favor a democratic approach. In addition, recent studies have related "locus of control" to reading achievement -- "good" readers being more internally controlled. Democratic child-rearing might be expected to produce more internally controlled children, and several recent studies support this view.

In this study Adlerian Parent Study Groups (which advocate democratic child-rearing practices) were conducted with parents of children in a federally funded (ESEA Title I) Extreme Learning Problems (ELP) Program. Measures were taken to determine the effect of the groups upon parents' attitudes and upon children's reading achievement, locus of control, home and school behavior.

The sample was drawn from the Springfield School District -- from the eight public elementary schools and one parochial school receiving federal funds. The ELP teacher for each school referred five families whose children were having the most severe adjustment problems. The children ranged from grades one through six and were of normal intelligence. Parents were personally contacted to secure participation -- control group parents to participate in later groups. N for the experimental group was 27 parents (12 fathers, 15 mothers) and 16 children (11 boys, 5 girls). N for the control group was 30 parents (10 fathers, 20 mothers) and 21 children (16 boys, 5 girls).

Children in both groups received special reading instruction from ELP teachers. Experimental parents attended study groups for 12 weekly, two-hour sessions and participated in one individual session. Average attendance was nine sessions -- three families were not included in the sample due to non-attendance or attendance of less than half the sessions.

A "Nonequilvalent Control Group Design" was utilized. Random assignment was by school groups with parochial school subjects assigned alternately to experimental and control. Pre-tests and post-tests were administered for the five criterion measures. Data was analyzed using two-way analysis of variance with a repeated measures design. Significance was determined at the .01 level.

Four null hypotheses were to be tested for each measure to determine significant difference between groups on pre-tests and post-tests. However, null hypotheses for the reading measure (Metropolitan Reading Achievement Test) could not be tested due to inadequacy and faulty administration of the measure. On the four remaining measures, no significant differences were found between groups on pre-tests and none were found between the pre- and post-tests of the control group.

On the Attitude Toward the Freedom of Children, experimental parents had significantly changed between pretest and posttest and were significantly different from the control group on posttests. On the Children's Locus of Control Scale, there were no significant differences even after a reanalysis including subjects in grades four through six only. On the Children's Behavior Checklist (home behavior) and on the Walker Problem Behavior Identification Checklist (school behavior), experimental children had significantly improved behavior in contrast to control children who did not. The difference was not significant between groups on the posttests which is at-

tributable to less precise measurement possible when subjects are compared with other subjects rather than with themselves.

The author concluded that the reading measure did not allow for extremes encountered with ELP students; that a longer time period might have shown significant results on locus of control; that the study groups were effective in changing parental attitudes and children's behavior at home and at school; and that inclusion of fathers in such groups should be more widely practiced.

30. Schmidtlein, Rozanne. A Post Hoc Study of ESEA Title I Reading in Grade Seven in a Midwestern City. University of Akron, 1972. 129p. 73-10,156.

The purpose of the study was to compare Title I Elementary and Secondary Act (ESEA) and non-Title I pupils of which the same pupil's reading achievement scores in grades four (1964-65), six (1966-67), and eight (1968-69) were examined to ascertain if the Title I ESEA Reading Program has had any impact upon these pupils.

From a midwestern city, pupils in 1967-68 school year were randomly selected from four Title I junior high schools. They were matched by sex and mental ability with other non-Title I children but who otherwise had qualifications to enter such a program. Their reading achievement scores from grades four, six, and eight were then obtained from the permanent record file by using stanine scores. If the scores given were not z scores, they were converted.

The research design used in the study was a post hoc design. The instruments used were the Metropolitan Upper Primary Reading Test (MUPRT) and the Ohio Survey Standardized Test (OSST). Analysis of covariance was calculated by multiple regression analysis in which pre-test scores were covaried and calculated to determine if there was any significant difference between the experimental and control groups.

1) The study indicated that the Title I ESEA Reading Program had no significant effect upon reading achievement score gains for the children tested. 2) The females after being in the Title I ESEA Reading Program did not show significantly higher reading schievement score gains when compared with males. 3) After the Title I ESEA Reading Program was initiated, neither sex showed significant difference in reading achievement score gains.

1) The Title I ESEA Reading Program showed no significant effect upon pupils in their reading achievement score gains. 2) The study did not present evidence to support recent literature that females showed superiority in reading achievement even when compared iwth males who were not in the Title I ESEA Reading Program. 3) Neither sex in the Title I Reading Program showed any significant difference in reading achievement score gains when compared. 4) Because there was no significant difference found with Title I and non-Title I children in reading achievement, this did not indicate that there might not be many other significant differences in other areas such as attitudes, sociological implications, home environment, psychological needs, etc. 5) One reason why no significant difference was observed was due to students not in the Title I ESEA Reading Program being placed in some other programs offered in the midwestern city at this time.

31. Smith, Rosebe C. An Evaluation of Four Reading Instructional Programs to Determine the Most Effective Approach to Use with Selected inner City Students. Uni-

versity of Minnesota, 1972. 137p. 73-10,676.

The purpose of this investigation was to compare the relative performance of Afro-American, Mexican-American, and Anglo-American children on four different reading instructional programs: Hoffman; Southwest Regional Laboratory (SWRL); Behavioral Research Laboratory (BRL); and Listen, Look, and Learn (LLL) for grades two, three and four.

Children in this study have been defined as needing special educational provisions because their pretest results on nationally normed achievement tests were of such nature that they were assumed to be educationally disadvantaged.

The following questions formed the basis of this study. 1) Will the four experimental programs produce reading achievement scores differentially? 2) Will there be a significant difference in performance on nationally normed achievement tests by race and ethnicity? 3) Are there significant interactions between program treatment and race and ethnicity?

Answers to the following questions were determined from the solutions to the above: 1) Will educationally disadvantaged students in the thirty-six participating Title I schools achieve continuously a month of growth for a month of instruction? 2) Which experimental program is most effective in terms of grade level gains for educationally disadvantaged children? Answers to these questions were sought through analysis of Achievement Test results.

Population: this study involved 5550 pupils. The total of the educationally disadvantaged students attending the 36 inner city schools of the Dallas Independent School District that had pre- and post-test records and were not transferred from one program to another. Instrumentation: grade and race and ethnicity were collected from cumulative records. Criterion measurements for the second grade was the California Achievement Test for pre- and post-tests, while the Comprehensive Test of Basic Skills was utilized for grades three and four. Experimental treatment: implementation for eligible and ineligible pupils varied according to the program placed within individual schools. The Hoffman and LLL programs required a laboratory setting because of the multi-media equipment involved. The eligible pupils were escorted to this laboratory for instruction by the classroom teacher. The same schedule techniques were used with SWRL and BRL even though these programs did not require a laboratory setting. During the time that was scheduled for BRL and SWRL programs, the ineligible pupils were escorted to another classroom teacher where they continued their ongoing instruction in the regular reading program. Method of statistical analysis: data resulting from the nationally normed achievement tests were statistically analyzed by an analysis of variance for repeated measures.

There was evidence to show that there exists a difference in performance on nationally normed achievement tests by racial and ethnic groups. There was evidence of an effect by race and ethnicity x treatment for grade two above and beyond that which could be predicted from any one of the two when considered singly. There was no interaction at the third and fourth grade level to any significant degree.

Anglo-Americans were the only group that achieved continuously a month of growth in reading for a month of reading instruction.

The SWRL reading program was the most effective in terms of grade level gains

for grade two and BRL students, with a background in SWRL, were the most effective performers for grades three and four. However, if the weighted mean relative deprivation index was considered, support for this conclusion seemed not to be well founded.

As with almost any study, variables tend to enter over which little control can be exercised. Such may well have been the case in this study. For example, commercial reading programs should be randomly assigned to schools. Where more than one commercial program is installed in one school, the students should be randomly assigned to the programs. Control groups from the same population should be used in a similar study, where students are subjected to the basal instructional program of the district. This kind of design may provide sharper differentiation between the treatment groups.

32. Waters, Lenora D. An Analysis of Dominant Learning Modalities of Selected Third Grade Remedial Readers in Relation to Teaching Strategies. Baylor University, 1972. 239p. 73-1217.

The major purpose of this investigation was to identify the dominant learning modalities of third grade disabled readers enrolled in remedial reading classes in the public schools of Waco. A secondary purpose was to relate these findings to specific teaching strategies that could be utilized in capitalizing upon the identified learning style of each pupil. In lieu of limiting the study to preformulated hypotheses, the following questions were posed: 1) If a child is classified as an auditory learner will his greatest gains come through auditory activities, visual activities or a combination of these activities? 2) Do male students tend to be more successful as auditory learners or visual learners? 3) Do female remedial readers tend to be stronger visual or auditory learners? 4) Will a specific modality be more characteristic of any one racial group? 5) Will emphasis on teaching new words through approaches centered around the child's preferred learnind mode result in increased word recognition? 6) Do remedial readers tend to profit to a greater degree from use of an eclectic approach to learning new words in lieu of use of any one approach?

This study was conducted in eight elementary schools of the Waco Independent School District following personal conferences with the principal of each school and the Coordinator of Elementary Education, to explain the significance of such an investigation.

A sample of 55 third grade remedial readers, coming from areas of the city designated as "educationally disadvantaged," comprised the subjects for this study. These subjects were selected from the aggregate group of third grade remedial readers on the basis of recommendations of classroom teachers, principals and public school reading consultants. The group was limited to those third grade pupils whose IQ measured within the 90-110 range. Four tests were administered to each subject by the investigator on an individual basis. The Mills Learning Methods Test and the Illinois Test of Psycholinguistic Abilities were utilized to determine the dominant learning modalities of each subject. Tests used to determine present level of intellectual functioning and varied reading levels were Slosson's Intelligence Test and Spache's Diagnostic Reading Scale. On the basis of results of teacher and pupil interview, use of school records, observation, checklists and standardized tests the pupils were classified according their preferred mode of learning in

relation to sex, race, language spoken, and supportive reading strategies.

All relevant data about each pupil was compiled into a case study accompanied by suggested teaching strategies which could be utilized to assist the child in ameliorating his word recognition deficiencies.

Each reading consultant was provided an opportunity to identify some of the supportive reading strategies which were utilized by the pupils through use of a checklist. A select list of skills and activities which tend to strengthen various modes of learning was compiled and issued to each reading teacher who participated in the study.

Based on the findings of this investigation the following conclusions were drawn: 1) Individuals are able to recall information through use of varied methods and modalities. 2) Favoring one mode of learning over another is of lesser importance than utilizing the mode which meets the individual needs of children at a particular time and in a given situation. 3) A significant percentage of remedial readers possess the ability to read at a higher level than their present functioning level, thus meriting a more detailed analysis of the causes of deficiencies. 4) It is imperative for the classroom teacher to individually prescribe proper activities and exercises which tend to elicit optimal performance from each child through the utilization of his strongest channel of learning as attempts are made to ameliorate various aspects of the weakest mode of learning. 5) The data indicated no significant difference between use of the visual mode and the eclectic mode; however, there tended to be a slight favor in use of the eclectic mode for learning new words. 6) The percentage of subjects manifesting disabilities in use of their auditory-vocal channel was significantly high. Thus, it appears that the limitations placed on utilizing strategies that stress development of the auditory-vocal channel has some effect on the reading performance of children. 7) The utilization of a combination of modalities where needed should result in the greatest recall of words.

The data presented evidence that a large percentage of the scholastic population continues to experience failure in reading, although they possess the ability to read on a higher level. On the basis of the findings that most of the pupils tended to recall more words as they utilized the visual-motor channel and the eclectic mode of learning the following recommendations were made: 1) The reading teacher should begin instruction through use of exercises and activities which tend to encourage use of the preferred mode of learning for a given child. Concurrently, exercises should be provided which will strengthen the weakest channel of learning. Such experiences should foster greater feelings of confidence and success. 2) A multi-modal approach to presenting materials to pupils must be introduced more enthusiastically, without the teacher's prejudices which favor one mode of learning over another. 3) There should be a diagnosis of the modal strengths and weaknesses of each pupil during the early primary years. 4) The methods of teaching must be adjusted to the learning style and specific needs of each child. In other words, the strategy should be tailored to fit the child, not the child to fit the strategy. 5) More emphasis should be placed on developing the varied word recognition skills in order to develop greater independence. 6) The pupil needs more time to get involved in varied activities which encourage the flow of oral and written expression. 7) Listening activities should be utilized which provide the child opportunities to correct his own errors. For example, a child might tape a story which can be evaluated later.

33. Wheeler, George. Masculine Responses to Schooling: A Comparison of Third Graders of Differing Ethnic Backgrounds and Sex on Reading Test Scores and a Modified Semantic Differential. University of New Mexico, 1972. 160p. 73-1535.

This study was conducted to investigate the reading achievement of third grade Mexican American males by comparing four groups of third graders of differing ethnic backgrounds and sex on reading test scores and a modified semantic differential.

Four groups of third graders in the Carlsbad Schools, Carlsbad, New Mexico, comprised the random sample. It consisted of 48 Anglo-American males, 48 Anglo-American females, 48 Mexican-American males, and 48 Mexican-American females. Each subject was administered a modified semantic differential test. Reading achievement and iQ scores were obtained from school tests.

The results were analyzed by means of analysis of covariance and Mann-Whitney U test. Rejection of the null hypotheses was based upon probability levels of .05 or less.

The following hypotheses were tested: 1) Holding IQ constant, there will be no significant differences between 48 Anglo-American third grade males, 48 Anglo-American third grade females, 48 Mexican-American third grade males, and 48 Mexican-American third grade females on a) total time required to complete the modified semantic differential test, b) SRA Reading Vocabulary Grade Placement Scores, c) SRA Reading Comprehension Grade Placement Scores, d) SRA Total Reading Grade Placement Scores. 2) There will be no significant differences between the four above-mentioned groups on four factors and five sets of attitudes on a modified semantic differential test.

1) Mean IQ scores from highest to lowest were: Anglo-American males, Anglo-American females, Mexican-American males, and Mexican-American females. 2) Hypotheses 1a was not rejected. 3) Significant differences appeared between the four groups on a) Vocabulary scores. Anglo-American girls scored higher than both male groups. b) Comprehension scores. Anglo-American girls scored higher than the other groups. c) Total reading scores. Anglo-American girls scored higher than the other groups. 4) From the 1200 sub-hypotheses of hypothesis 2, 1066 were not rejected and 134 were rejected. Of the 134, 121 indicated male-female differences and 96 of the 121 represented Evaluation Factor items. Of the 96 items, 90 represented Evaluation Factor male-female differences. There were four significant differences for the Sex Factor, 18 for the Activity Factor, and 16 for the Potency Factor.

On the Mann-Whitney U test responses Mexican-Americans of both sexes responded comparably to Anglo-Americans. It is probably that sex versus sex differences are greater than ethnicity versus ethnicity differences. However, a combination of the two may account for the relative positions of the four groups on IQ scores, total time taking test scores, vocabulary scores, comprehension scores, and total reading scores. Regardless of sex, or ethnicity, or IQ scores, boys do not do as well in reading as their ethnic female counterparts, and Mexican-American boys do the poorest.

It is recommended that 1) Reading texts include stories of greater interest to boys. 2) Activities such as wrestling, boxing, and football be included in elementary school, and related to reading. 3) Bilingual male teachers from both ethnic groups

be hired. 4) The modified semantic differential, the findings, and the recommendations of this study be used as the basis for future studies.

Secondary

34. Dankworth, Richard T. Educational Achievement of Indian Students in Public Secondary Schools As Related to Eight Variables, Including Residential Environment. Utah State University, 1970. 125p. Major Professor: James A. Jacobson. 70-27,003.

The objective of this research was to determine the relationship of eight variables to the educational achievement of Indian public secondary school students. The variables were 1) residential environment, 2) mental ability, 3) reading ability, 4) anxiety, 5) verbal concept choice, 6) self concept, 7) achievement motive, and 8) interaction with the dominant culture.

The following two hypotheses and one question were tested: Hypothesis 1. There is a significant relationship between the variables of residence environment, mental ability, reading ability, anxiety, self concept, achievement motive, verbal concept choice and interaction with the dominant culture, when acting together, and the educational achievement of Indian students. Hypothesis 2. A significant contribution is made by each of the eight variables to the variability in educational achievement of Indian students, when the other variables are held constant. Question 1. Which of the eight variables can be removed and still maintain the relationship found as a result of testing hypothesis 1?

The population for this study included 178 Indian students, grades 7-12, living in Washoe County, Nevada, categorized by residence environment. The Indian students attended public secondary schools and resided in a rural reservation, an urban colony, or a multi-ethnic community.

A stepwise multiple regression program was used to analyze the data. This program met the demands for handling both continuous and categorical variables in the same statistical model. Analyses were made using four models. The full model examined the relationship between seven variables (including residence as an independent variable) and achievement for the total population of Indian students. Three residence models were then constructed and an analysis made regarding relationships between the remaining six variables and achievement.

Indian students residing in three residence environments. For the total population it was found that seven variables, when acting together, correlate significantly (.01 level) with the achievement of Indian public secondary school students. Sixty and six-tenths per cent of the variability in achievement of Indian students can be accounted for by these seven variables.

Indian students residing in a rural reservation. Six variables, when acting together, correlate significantly with achievement of Indian public secondary school students residing in a rural reservation. Sixty-four and one-tenth percent of the variability in achievement of rural reservation students can be accounted for by these six variables.

Indian students residing in an urban colony. The same six variables, when acting together, correlate significantly (.01) with the achievement of Indian public secondary school students residing in an urban colony. Sixty-four and five-tenths percent

of the variability in achievement of urban colony students can be accounted for by these six variables.

Indian students residing in a multi-ethnic community. The same six variables, when acting together, correlate significantly with the achievement of Indian public secondary school students residing in a multi-ethnic community. Sixty-three and seven-tenths percent of the variability in achievement of multi-ethnic community Indian students can be accounted for by these six variables.

35. Scheaf, William A. The Effects of Paired-Learning and Glasser-Type Discussions on Two Determinants of Academic Achievement and on Reading Achievement of Male Delinquents. Case Western Reserve University, 1972. 145p. 72-18,734.

The study was an attempt to find a set of educational interventions which would increase reading comprehension skills and/or modify in a positive way the two determinants of academic achievement developed by Katz (1967) for a goup of male delinquents who were disabled readers.

Sixty delinquent students classified as disabled readers made up the sample. These students came from an initially tested population of 192 students from a recently opened but traditionally oriented state institution for fourteen and fifteen year old boys who were primarily first offenders.

The design of the study consisted initially of having three groups of twenty disabled readers. There were two treatment groups and one control group. Each group consisted initially of eight white students and twelve black students (one white student from the control and one white student from Treatment II did not complete the study because they were absent without leave). The students for each group were selected on a random basis from those students who were classified as disabled readers, who were willing to take part in the "summer reading improvement program" and who would be in the institution for the entire eight and one half week period.

Treatment I consisted of encouraging the students to work in pairs of their own choosing for approximately thirty to forty-five minutes per day for the eight and one half weeks. The students were permitted to select available materials of their own choosing from those available in the school library as well as "order" one book per week from outside sources on topics of their interest. The primary responsibility for learning to read better was the students'. The researcher was present to answer questions, to keep order, and to encourage the students to read in pairs through a system of rewards of candy and commendations.

Treatment II consisted of providing a similar reading program as above and having the students take part in Glasser-type discussions four days per week in the eight and one half weeks. The sessions were roughly forty-five minutes in duration.

The control group had approximately one hour of unstructured recreational activities four days per week.

Pre and post testing was administered. The Comprehension subtest of the Gates-MacGinitie, Survey D and E, Form III, was given to all 192 students before the treatment began. Pre testing consisted also of administering Section III of the Cleveland Student Questionnaire (CSQ) to the students taking part in the program in small groups of two to five.

Post testing consisted of administering Form II, Survey D, of the Comprehension subtest of the Gates-MacGinitie. Section III of the CSQ was administered again in

small groups. The PBI was again completed by each student's social worker.

The results of the study in regard to reading achievement were clear. The students of neither Treatment Group made any significant measurable gains in reading achievement.

The results in regard to the two determinants of academic achievement motivation are less clear. For each of the determinants, one significant hypothesis was found at the .05 level. A third hypothesis pertaining to standard setting was found to be significant but not in the predicted direction for the black students of Treatment II when compared with the black students of Treatment I.

Nevertheless, the overall results do tend to support the theoretical propositions that determinants of academic achievement do function as such and that these determinants are able to be modifed in positive ways through some kinds of educational interventions even though the process of change does not seem to be a quick one.

36. Tilles, Jacqueline. A Study of Selected Reading Programs for Black Students in the Urban Secondary School. University of Michigan, 1972. 279p. Chairman: Floyd L. Bergman. 72-29,227.

One of the most crucial problems facing big city school systems is that of student disability in reading. Now that secondary teachers seem more willing to assume responsibility for teaching reading, major publishers are advertising reading programs designed to improve the reading of urban, secondary students. Since blacks comprise a majority of the student population in urban areas, what these publishers are actually saying is that their programs will help black students read better.

This study attempted to answer two questions: 1) Are reading programs advertised for underachieving readers in the secondary school really designed to improve their reading comprehension? 2) Do these programs speak to the attitudes, life experiences, and life styles of the blacks who comprise a majority of the student population in large urban areas?

In an attempt to answer these questions, research on reading comprehension and research on black students was analyzed. The results of this analysis were compiled into a checklist which was used as a basis for analyzing six urban secondary reading programs. The study revealed these findings: 1) Though nearly all urban reading programs examined contained some practice in reading comprehension, the total comprehension skills programs are notas thorough as they might be. 2) While all of the programs examined treated certain elements of the black experience, most did so in only a token sense.

The study concluded that publishers of urban reading programs should be more comprehensive in their treatment of reading skills and should include selections which are more relevant to black students.

37. Uroff, Shayle. An Analysis of the Reading Achievement Growth and Opinions of Students in Grades 10-12 Enrolled in Remedial Classes Designed to Meet State of California Minimum Reading Standards. Brigham Young University, 1972. 109p. Chairman: Leland J. Hendrix. 72-32,640.

The purpose of this study was to investigate the efficacy of a state-mandated remedial reading program in grades 10-12 by determining if significant differences

existed in student reading achievement growth, attitude and opinions with regard to school, sex, grade, test and their interactions. A total of 137 students completing a one-semester course in remedial reading were included. Analysis of variance and covariance were performed on the data.

Significant reading achievement gains were made by the seniors, with males making greater overall gains than females. It was recommended that future studies investigate the effects of instructional mode on reading achievement. Significant attitudinal and opinion differences toward school, reading, reading class, value of class and the materials and techniques used were found with regard to school, grade and sex. High school seniors were found to have more favorable attitudes toward reading than students in grades 10 and 11. It was recommended that remedial reading training be made available to secondary students as soon as the need is detected.

38. Penney, Mary E. Televiewing Interests and Reading Interests of Seventh Grade Students of Shawnee, Oklahoma. University of Oklahoma, 1973. 76p. Major Professor: Robert L. Curry. 73-15,331.

This study was designed to investigate the significance of the differences in percentages of reading and televiewing interests between seventh grade male and female students within socioeconomic status levels by interest categories and among socioeconomic status levels for male and female students by interest categories. The study was further designed to determine whether statistically significant correlations existed between reading and televiewing interests of seventh grade male and female students of upper, middle and lower socioeconomic status levels of interest categories.

The socioeconomic status levels of the students were determined and they were assigned, according to sex, into one of the three socioeconomic status (SES) groups. From a seventh grade class of 361 students, 60 males and 60 females were randomly selected for the study from the nine elementary schools of Shawnee, Oklahoma. Two questionnaires were used to determine interests in reading and televiewing. Students were asked to check programs which were of interest to them on the Televiewing Interest Questionnaire which consisted of all programs currently being aired in the area and which were available for viewing while the students were not in school. Students were then asked to complete the Reading Interest Questionnaire, which consisted of a list of subjects from which they were asked to check their interests. Both reading topics and televiewing programs on the two quesionnaires had been classified into six categories: 1) Adventure, Romance, Mystery, 2) Religion, 3) Arts and Music, 4) Amusements, Sports, Games, 5) Humor or Fanciful, and 6) Informative.

The design of the study required that a series of t-tests and correlations be performed on the data. The analysis of the data for the study resulted in the following conclusions: 1) Sex was not a determiner of reading interests or televiewing interests. Male and female students were interested in reading about the same type subjects and watching the same type programs. 2) Socioeconomic status level was not a determiner of reading interests or televiewing interests of seventh graders. 3) For each socioeconomic status level, reading and televiewing interests in the categories of Adventure, Romance, Mystery; Religion; Arts and Music were not significantly related, but these interests significantly related to the categories of Amusements, Sports, Games; Humor or Fanciful; and Informative. 4) There was a positive relationship

between reading and televiewing interests for males and females within each SES level for each category.

Language Arts

Language of Children

39. Ivey, Lillian P. Influence of Indian Language Background on Reading and Speech Development. University of Oklahoma, 1968. Major Professor: Robert L. Curry. 96p. 69-1985.

Authorities in speech and reading concur that relationships exist among speaking competency, vocabulary, and reading ability. The results of many studies are inconclusive; therefore research is needed to explore these relationships further to determine if proficiency in one area affects proficiency in the other areas. Evidence indicates that a child with a non-English language environment is educationally penalized as a result of lack of practice in the use of English.

The literature was reviewed from the viewpoint of existing correlations among speech, vocabulary, and reading. An investigation of the literature was made to determine if defective speech was a factor contributing to vocabulary deficiency and reading disability. Because of educational difficulties experienced by individuals with non-English language environments, the literature was reviewed to determine the effect an English language deficiency would have on speech competency, vocabulary, and reading ability.

A population of 185 Indian children from an Indian residential school was administered the Templin-Darley Tests of Articulation, the Peabody Picture Vocabulary Test, the Stanford-Binet Intelligence Scale (subtest vocabulary), the Gilmore Oral Reading Test, and the California Achievement Test (subtest reading).

The children were grouped according to tribal affiliation; subjects in Group I were Cheroke; Group II were Choctaw, Creek, or Seminole; Group III were members of other tribes or combinations of tribes. Results indicated that for Group I, significant correlations were found among speech competency, vocabulary, and reading ability. For Group II, relationships were not significant among speech competency, vocabulary, and reading ability, but the relationship between vocabulary and reading was found to be highly significant. Results for Group III corroborated the findings for Group I, showing significant correlations among speaking competency, vocabulary, and reading ability. Evidence was presented showing that where deficiencies exist in vocabulary and reading, defective speech is the major contributing factor. Defects were found in both reading and vocabulary but they did not differ significantly one from the other.

40. Aultman, Donald S. A Comparison of the Word Associations of Culturally Advantaged and Disadvantaged Children and Teachers. University of Tennessee, 1969. 195p. Major Professor: Lawrence M. DeRidder. 70-2092.

The study was designed to compare the word associations of culturally advantaged

and disadvantaged children and teachers by presenting stimulus words selected from students' reading materials and using the Deese (1965) concept of associative structure as the method for comparing the three groups.

The word list was selected by three educational psychologists who scanned randomly selected pages of fifth grade reading material for stimulus words in prescribed dimensions. The 29 words finally selected seemed to revolve around civic, political and moral concepts. The word association test was designed for oral presentation.

The city school system of Cleveland, Tennessee, provided the subjects. All fifth grade children and teachers, plus an additional 28 elementary teachers were tested. When racial intelligence and advantagement-disadvantagement controls were applied, the final experimental groups numbered 82 culturally advantaged, 57 culturally disadvantaged, and 38 teachers for a total of 177 subjects.

The Deese (1965) method of analyzing associative structure involved the tabulating of response frequencies to each stimulus word and the building of a raw data matrix for computing overlap wherein the 29 stimulus words formed the rows and columns. Overlap was determined by finding the maximum commonality between any two stimulus words in any corresponding matrix cell.

These overlap frequencies provided the data for computing the Intersection Coefficients. The coefficients provided the data for the machine-computation of a nine factor analysis matrix for each of the three groups using an unrotated Principal Axis method.

The factor analyses were studied by within-group and between-group comparisons. The factors for each group were plotted for spatial placement of words and analysis of the clusters that developed.

The raw data were further scanned for deviant responses and to observe the number of syntagmatic and paradigmatic responses made by the advantaged and disadvantaged subjects.

The factor analyses showed clearly differentiated factor composition between the advantaged and disadvantaged children. Differences in factors between the teachers and the disadvantaged were even greater, but the teachers and advantaged were quite similar in their composition.

In all three groups a violence dimension based on associations to the Vietnam War was strong. In the teacher and advantaged group an equally strong theme of patriotism appeared, but in the disadvantaged group this patriotism was at a lower level and did not cluster as distinctly. This observation was consistently supported by raw data comparison, eigenvalue plots, and factor composition. No significant difference was found in the number of syntagmatic or paradigmatic responses given by the two groups of children.

The implications of the study appear to be that the different associative structures of the groups resulting from the word association given imply that there is markedly less associative meaning held in common between the teacher and the disadvantaged than the teacher and the advantaged. This appears to have created a wide communication gap which needs remedial attention.

41. Goodman, R. Irwin. The Relationship Between Age, Linguistic Background, and the Categorization Behavior of Navajo Indian Children. Indiana University, 1969. 100p. 70-7952.

This study attempted to answer a few basic questions related to the manner in

which Navajo Indian children and non-Indian (Anglo) children perceive and categorize objects. The general problem behind the investigation involved the programming and use of instructional materials with different cultural groups.

The basis for this study was a color-form-function progression suggested by the word of Piaget, Bruner, and others. The Whorfian Hypothesis was also tested in the same context.

Using Navajo Indian and Anglo six, nine and twelve year old S's, an experiment was conducted to test differences in age related cognitive-perceptual progression and, in the same context, the influence of certain elements of the grammar of a language on certain non-linguistic behavior. The task consisted of selecting one paragraph from a pair of photographs that was "like" a third photograph.

The stimulus materials consisted of 35mm color photographic slides of actual objects with which the S's would be familiar; photographs of colored geometric shapes, and solid colors covering the entire picture area.

S's were subjected to the forty sets of stimulus materials in sets of three pictures each, a comparison model and two response pictures. The comparison model occupied most of the top half of a 70" projection screen, while the two response pictures were located side by side in the bottom half of the screen. S's task was to select the one picture from the pair in the bottom half of the screen that was like the comparison model in the top half of the screen.

Four experimental hypothese were tested: 1) Given a categorization task where the Navajo language verb stems might influence behavior, Navajo S's would use the Navajo verb stem categories for categorizing to a greater degree than would non-Navajo (Anglo) S's. 2) Given a categorization task where the Navajo language verb stems might influence behavior, six year old Navajo S's would tend to use Navajo verb stem categories to a greater extent than would twelve year old Navajo S's. 3) Given a categorization task, six year old Anglo and Navajo S's would use color attributes of an object while twelve year old Navajo and Anglo S's would exhibit a preference for form or function attributes as opposed to color attributes. 4) Given a categorization task, both six year old Anglo and Navajo S's would tend to use form related attributes of objects rather than functional attributes to a greater extent than twelve year old S's. Twelve year old Anglo S's would tend to use form attributes more than twelve year old Navajo S's.

The first hypothesis was not confirmed, although the data provided additional support to the color-form progression hypothesis on the part of both the Navajo and Anglo S's. The third hypothesis was confirmed with results showing a decided preference on the part of both Navajo and Anglo S's. The second and fourth hypotheses were not confirmed.

As a result of this study, one could conclude that certain instructional materials appropriate for one cultural group at a particular age level might be more appropriate for a second cultural group at a different age level. Also, while most of the differences between the two cultural groups in this study were significant, it would be difficult, if not impossible, to accurately describe the exact difference at any age level. These results should cause one to be even more cautious about suggesting the production and use of markedly different instructional

materials with two cultural groups, or at different age levels within the groups, until more is known about the exact nature and extent of the differences involved.

42. Lombardi, Thomas P. Psycholinguistic Abilities of Papago Indian Children. University of Arizona, 1969. 80p. Director: Howard C. Morgan. 69-18,331.

This study sought to investigate the psycholinguistic abilities of Papago Indian school children. Questions posed were related to comparisons of mean scores from the ITPA composite and twelve subtests for the following three groups: Standardization and Papagos, First and Third Grade, and School Segregated and School Integrated.

Utilizing a stratified random sample, 80 subjects were drawn from a 70 mile radius of Tucson, Arizona. An equal number were in attendance at segregated and integrated schools. In addition, half the sample were in first grade and the other half in third grade.

The 1968 edition of the Illinois Test of Psycholinguistic Abilities was administered to all subjects. Data obtained were analyzed by a comparison of mean scaled scores using t-tests for paired comparisons to answer the stated hypotheses. A three way analysis of variance was also employed to evaluate the interaction of children, grade, and school. The analysis was conducted by use of a CDC 6400 computer.

Differences for the standardization and Papago group psycholinguistic abilites were found to exist on the ITPA composite and eleven subtests at the .01 level of significance in favor of the standardized group. An intra profile analysis of the Papagos as a group did reveal greater deficits in the auditory and vocal channel abilities. The one test upon which the Papagos achieved higher than the standardized group at the .05 level was Visual Sequential Memory.

A comparison of the first and third grade Papago group indicated no significant differences on the ITPA composite and ten subtests. The two subtest abilities which were rejected at the .01 level of significance were Auditory Reception and Grammatic Closure favoring the first graders.

Relative to the school segregated and integrated group, the ITPA composite and six subtests were rejected at the .01 level and one test at the .05 level. The better performance supported the integrated and primarily in the representational (or meaningful) level of abilities. The five other null hypotheses for the remaining subtests could not be rejected.

A three way analysis of variance revealed no statistical significant interaction between grade, group, and subjects. The one source which did differentiate Papagos at the .01 level was school, favoring the integrated.

On the basis of the data obtained, it was demonstrated that Papago Indian school children perform significantly lower than the standardized population children on psycholinguistic abilities. In addition, the discrepancies noted within their profiles constitute a learning disability in the auditory-vocal channel areas. In the past, careful diagnostic considerations have not been given when inferences were made regarding the Papagos' lower intelligence and achievement scores.

The depressive trend noted in the psycholinguistic abilites as the Papagos advanced from first to third grade was of considerable concern. This trend was greater for the segregated school group and most pronounced in the ability which presupposes exposure to standard American verbal expressions. It was concluded that

a greater emphasis should be placed on remediating the Papagos' psycholinguistic abilities and fostering language development before the children entre first grade. In addition, educators have not recognized that they are teaching children with learning disabilites and a lack of proper remediation has resulted in poor academic achievement in school.

The inferred effect of school integration compared with school segregation was an overall better performance on psycholinguistic abilities but little alteration in their patterns. Time for changes in mental development and emphasis on school remediation for the auditory-vocal channel deficits appear to be necessary before the learning disability patterns can be ameliorated completely.

43. Arnoult, Joseph F. A Comparison of the Psycholinguistic Abilities of Selected Groups of First Grade Children. Mississippi State University, 1972. 50p. Director: Barry F. Box. 73-159.

The purpose of the present study was to determine the effect of Project Head Start on the measured psycholinguistic ability of first grade children. Race was also examined to determine if the difference in scores earned by children of different races significantly influenced the age-scores from the ITPA of both the experimental and control groups.

The experimental group consisted of 60 first grade children who had previously attended a Head Start program. Of these 60 children, 30 were black and 30 white. Of the 30 black children, 15 were boys and 15 girls; of the 30 white children, 15 were boys, 15 girls. The control group consisted of 60 first grade students who had not previously attended a Head Start program. Thirty of these were black and 30 white. Males and females were divided equally as in the experimental group. Calculations of t-tests between the IQ's of children from the experimental and control groups and the subgroups yielded no statistically significant differences.

The Illinois Test of Psycholinguistic Abilities was administered to the subjects of both groups. An analysis of variance and t-tests were used to test the hypotheses.

Four hypotheses were tested: 1) There is no statistically significant difference between the composite psycholinguistic age-scores obtained from the ITPA of the first grade black children who have previously attended a Head Start program and first grade black children who have not attended a Head Start program. 2) There is no statistically significant difference between the composite psycholinguistic age-scores obtained from the ITPA of first grade white children who have previously attended a Head Start program and first grade white children who have not attended a Head Start program. 3) There is no statistically significant difference between the composite psycholinguistic age-scores obtained from the ITPA of the first grade white and black children who have previously attended a Head Start program. 4) There is no statistically significant difference between the composite psycholinguistic age-scores obtained from the ITPA of first grade white and black children who have not attended a Head Start program. Each of the four hypotheses was rejected.

Rejection of hypothesis one indicated that improvement in the psycholinguistic age-scores for first grade black children was associated with their attending the Head Start program. Rejection of hypothesis two indicated that improvement in the psycholinguistic age-scores for first grade white children was associated with their attending the Head Start program. Rejection of hypothesis three indicated that white first grade children who attended a Head Start program earned significantly higher psycholinguistic age-scores than did first grade black children who attended a Head Start program. Rejection of hypothesis four indicated that white first grade children who did not attend a Head Start program earned significnatly higher psycholinguistic age-scores than did first grade black children who did not attend a Head Start program. One factor that could be associated with the black children's scores is the possible cultural bias of the ITPA (Paraskevopolos and Kirk, 1969).

Two primary conclusions were made from this study. These were that participation in Project Head Start was associated with the development of psycholinguistic ability of first grade children, and that white children earned significantly higher scores on the ITPA than did black children when the effects of attending a Head Start program and IQ's were held constant.

44. Ayrer, James E. The Effect of Abstractness Versus Concreteness of Scales on Semantic Differential Ratings by Lower Socioeconomic Class Youth. Rutgers University, 1972. 148p. Chairman: John Geyer. 72-26,777.

The work of a number of researchers in sociolinguistics has shown differences in language patterns between the lower and middle socioeconomic classes. Among these differences is a preference for the concrete mode in expressing ideas and a limited and rigid use of adjectives.

The Semantic Differential Technique is predicated on the ability of respondents to use a set of adjectival scales, some of which can be quite abstract, to express their attitude toward a concept. The question this research tried to answer was, how precise an estimate of attitude can be obtained from lower class youth when they are required to use abstract, adjectival scales?

There were eight hypotheses. Phrasing the question in terms of precision of measurement allowed the use of the reliability coefficient to test the first six hypotheses since more error variance would be associated with imprecise measures. It was hypothesized that there would be more error variance associated with abstract scales than concrete scales when rating was by lower socioeconomic class youth. In the last two hypotheses, the effect of abstractness versus concreteness of scales on mean ratings was investigated. In order that the results might be generalized to a large range of concepts, three groups of concepts were used: personal, meaningful; impersonal, meaningful; and meaningless (nonsense syllables).

The research was done in two stages. In the first stage, a set of 100 scales taken from published research was rated along a concrete-abstract continuum by 25 judges. The 20 most abstract and 20 most concrete were used by a sample of 155 lower socioeconomic class ninth graders to rate 10 concepts. The results were factor analyzed. An Evaluative and an Activity factor, among others, emerged. Four abstract and four concrete scales from each factor were used to construct a set of six semantic differentials for use in the second stage. Each of the six had either concrete or abstract scales for both factors and one of the concept groups.

In the second stage, the six semantic differentials were administered randomly

through six classes of lower socioeconomic class ninth graders. Reliability estimates were computed for each of the semantic differentials using Guttman's Lambda 3. The standard error of measurement was then computed for each of the six. To test the first six hypotheses, the squared standard error for abstract scales was compared to the squared standard error for concrete scales for each factor and each concept group. Two of the six F tests were significant.

To test the last two hypotheses, a multiple analysis of variance was used. For both the Evaluative and Activity scale analyses there was a significant difference across concept groups and between abstract and concrete scales. The interaction term was also significant.

Since the hypotheses concerned differences between concrete and abstract scales, an anlysis of the differences was performed. Three of the six F tests were significant: the meaningful, personal concept group for both factors and the meaningful, impersonal concept group for the Evaluative factor. The implications of the results were discussed especially as they relate to the practical problem of constructing semantic differentials for lower socioeconomic class youth.

There were measurement problems in this research which caused some difficulties in testing the hypotheses. The problems, especially those relating to factor analysis and the obtaining of internal consistency reliability estimates, are discussed at some length. Nevertheless, the research provided indications for the practitioners in attitude measurement that the use of a semantic differential with inner city youth may lead to problems unless more consideration is given the selection of scales than most researchers have given in the past.

45. Baxley, Dan M. The Utility of 45 Phonic Generalizations as Applied to Oral Vocabularies of Economically Limited Spanish Surname Children. Arizona State University, 1972. 172p. Chairman: N. J. Silvaroli. 72-25,484.

The purpose of this study was to determine the utility of each of 45 phonic generalizations listed by Clymer when applied to the recorded oral vocabulary elicited from economically limited five year old Spanish surname children.

The information from this study was deemed necessary for teachers using the experience approach to the teaching of beginning reading. Previous to this study, no recommended list of functional phonic generalizations had been developed for the use of teachers working with the above named approach and population of children.

A list representative of the vocabulary of economically limited Spanish surname five year old children in the State of Texas was adapted for this study. A total of 716 words was taken from the original list. When these words were multiplied by their frequencies, a total word list resulted which contained 7787 word incidents.

The pronunciations of the words were recorded, and all word incidents applicable to each of the phonic generalizations were identified. All incidents of occurrence for each generalization were anlyzed according to the recorded pronunciation of the words to identify conformations and exceptions to the generalizations. A percentage of utility was then determined for each generalization.

In this investigation the generalizations 3, 5, 6, 8, 10, 12, 16, 18, 20, 21, 22, 23, 25, 26, 27, 28, 29, 30, 31, 32, 40, 41, and 45 were found to be useful. These findings were different from those of Clymer's study in that Clymer considered only generalizations 5, 8, 10, 16, 20, 21, 22, 23, 25, 28, 29, 30, 31, 32, 40, 41, 44 and 45 as useful. The generalizations found useful in this study, but not in

Clymer's were 3, 6, 11, 12, 18, 26, and 27. In addition, generalization 44 was found useful in Clymer's study but not in this study.

Therefore, teachers working with an experience approach to beginning reading with students similar to the population examined in this study would be using an effective approach to the teaching of phonics if they used all of Clymer's generalizations except number 44 and in addition used the other 7 generalizations found useful in this study.

46. Callaway, Alma S. An Exploratory Study of the Oral Language Development of Kindergarten Children. University of Georgia, 1972. 180p. Supervisor: Rachel S. Sutton. 73-5662.

The purpose of the study was to attempt to answer the questions: 1) Is there a significant difference in the oral language development of kindergarten children who have had special lessons in language stimulation and the oral language development of kindergarten children who have had special lessons in movement as shown in vocabulary, number and length of communication units, fluency, and flexibility? 2) What are the effects of selected personal characteristics: sex, socioeconomic status, and race, on the oral language development of kindergarten children?

The subjects were an entire kindergarten population of a school in northeast Georgia. They were given the Peabody Picture Vocabulary Test PPVT form A as pretest in November and form B as posttest in May. Samples of oral language were collected at the beginning and at the end of the school year from semi-structured interviews. A variety of toys was used to stimulate verbalization. Data from the language samples were analyzed by a modified Loban technique. Data from the language samples and results of the pretest and posttest PPVT were statistically treated by analysis of covariance.

On the basis of the findings, the author concluded: 1) There were no statistically significant differences in the two treatments but the differences that were found were more often in favor of the language stimulation groups. Since the results only tended to lean in that direction, however, rather than being clearly consistent, all that can be said is that the results did not go counter to the language stimulation. 2) There were no statistically significant differences in gains on any of the criterion variables attributable to SES in either group. The differences that did exist tend to support previous research findings, that children from disadvantaged backgrounds profit more from intervention than do children from more advantaged backgrounds. 3) On two out of five criterion variables (flexibility and fluency) white children showed a .05 statistically significant gain over black children. 4) Although the overall results did not show a significant difference in performance between the sexes on any of the criterion variables, the trend in mean gain was in favor of the boys on all measures except flexibility. 5) According to the findings of this research none of the independent variables measured affect the number or length of communication units produced by kindergarten children in either of the two treatment groups. 5) According to the findings of this research none of the independent variables measured affect the number or length of communication units produced by kindergarten children in either of the two treatment groups. 6) For the five sources of variations measured, no F ratio was found to be statistically sigifnicant for gains on the PPVT posttest as compared to PPVT pretest.

47. Canedo, Oscar O. Performance of Mexican American Students on a Measure of Verbal Intelligence. United States International University, 1972. 99p. Chairman: David Feldman. 72-23,489.

In recent years teachers, administrators, concerned citizens and parents have questioned the appropriateness of testing programs for Spanish-speaking students as a disproproationate number of Mexican-American children had been assigned to classes for the mentally retarded. Most of the testing instruments are in English. Most of the testing instruments are in English, and for the most part, reflect items of the Anglo culture, particularly intelligence tests, IQ tests translated into Spanish such as the Stanford Binet (SB) and the Wechsler Intelligence Scale for Children (WISC) and do not adequately represent the vocabulary, expressions, and sub-cultural connotations of the particular geographic area where Mexican American individuals reside.

The purpose of the study was to assess the appropriateness of items contained in the Verbal Section (Information, Comprehension, Arithmetic, Similarities, and Vocabulary) of the WISC when used to test Mexican American students. An analysis of misses on the WISC Verbal Section taken by 50 Mexican American students and 50 Anglo American students ages 11 and 12 was conducted. The data collected using Phi correlation coefficients indicated that 37 verbal items evidenced a language bias.

The importance of the study led to the creation of Vocabulary Tests 1, 2, and 3 from the 37 items. Vocabulary Test 1 (VT1) was the English version. Vocabulary Test 2 (VT 2) was the direct Spanish translation of VT1. Vocabulary Test 3 (VT3) was the adapted and modifiedversin of VT2. VT3 was developed to provide a more valid measure by incorporating the cultural and linguistic background of the Mexican American in National City and Chula Vista, California.

Vocabulary Test 1 was administered to the experimental and referent groups. The experimental group was retested with Vocabulary Test 2 and tested again using Test 3. Additional data was secured from the Standard Achievement Test (SAT) Intermediate II Battery Word Meaning and Paragraph Meaning subtests.

Hypotheses. There will be no significant differences betwee:

1. The experimental and referent groups' performance on VT1.
2. The experimental group's performance on VT2 and the referent group's performance on VT1.
3. The experimental group's performance on VT3 and the reference group's performance on VT1.
4. The experimental and referent groups' performance on the WISC Performance Section.
5. The experimental and referent groups' performance on the SAT Word Meaning subtest.
6. The experimental and referent groups' performance on the Paragraph Meaning subtest.

Subjects utilized in the study were randomly selected. The experimental group consisted of 30 Mexican American students, ages 11 and 12. The referent group consisted of 30 Anglo American students, same ages. Both groups were equally divided by sex.

A two-factor analysis of variance computer program was designed to analyze the data. The mean percentage correct scores for the experimental group on VT1 was 35.3; for VT2, 39.6; for VT3, 61.4. The referent group's means score on VT1 was 68.2. The

experimental group's mean scores on the SAT Word Meaning and Paragraph Meaning subtests were 34.2 and 32.7%. The referent group scored 58.2 and 59%.

Analysis of the data resulted in the rejection of five of the six hypotheses. Hypothesis 3 was not rejected.

From the results of the study four main conclusions were drawn: 1) Current educational programs and curriculum are hindering the academic progress of the Mexican American, 2) Spanish translations of IQ tests such as the Puerto Rican WISC are invalid for the Mexican American because of his linguistic and cultural background, 3) Mexican Americans will not perform well on material based on Anglo American content and background, 4) Mexican Americans will not perform significantly better with the same test material transiated from English into Spanish. However, a test such as VT3 from the cultural and linguistic background of this group will produce positive results.

48. Colbert, Vada K. Program Implications Regarding a Developmental Study of the Acquisition of Syntax in Children in Grades 1, 2, 3, 5, 6, and 8. University of Alabama, 1972. 242p. 73-8031.

This study was basically a replication of the works of Chomsky (1969) and Kessel (1970) and was designed specifically to test white children's comprehension of selected syntactic structures. An added dimension of the study focused on established programmatic guidelines for improving language arts instruction.

A parallel study was conducted simultaneously by Nancy Williams, University of Alabama, for the purpose of investigating black children's comprehension of certain syntactic structures. The data from both studies were banked, and comparisons were made between races.

The study was conducted in Tuscaloosa, Alabama; and the statistical sample was randomly drawn from Northington Elementary School and Eastwood Junior High School. A total of 72 students in grades 1, 2, 3, 5, 6, and 8 were tested in the Piagetian sense. At each grade level, the students were equally divded according to sex and, again, according to socioeconomic status -- i.e. "middle class" and "disadvantaged."

Three different sets of task materials were used to test the subjects' comprehension of ambiguous constructions, the eager-easy distinction, and ask-tell sentences. The tools for both the ambiguities and ask-tell tasks consisted of 12 task sentences and corresponding line drawings. The task items for the ambiguous constructions were divided equally among lexical, surface structural, and underlying structural ambiguities; and the sentences for the ask-tell tasks were divded equally among ask ± pronoun and tell ± pronoun. The test sentences for the eager-easy tasks were comprised of eight sentences, with four patterning in terms of eager and four in terms of easy. Three Small Shots characters were used as objects of manipulation in an imagination game of hide 'n seek.

The subjects' final responses to the task items were converted to numerical values for the purpose of statistical analysis. A three-way analysis of variance was used to analyze statistically the hypotheses focusing on basic comprehension tasks. The test of statisticaly significance was the F-ratio, and eta-squared values were computed to measure the practicality of the results. T-ratios were used to determine the hierarchical arrangement of the acquisiton of syntax and the overall differences between races.

The results of the study showed that grade level was significantly related to children's comprehension of ambiguities and ask-tell sentences. However, in each instance, there was a decrease in comprehension ability at grade eight. While a developmental trend was recognizable in respect to the eager-easy distinction, statistical significance was not reached. The middle class subjects significantly surpassed the disadvantaged subjects in their ability to comprehend ambiguities, but statistical significance was not reached for the remaining categories of variables. The sex variable did not prove to be significant for any of the tasks.

Further analysis of the results revealed that the subjects comprehended the lexical ambiguities significantly earlier than either the surface structural or underlying structural ambiguities. Although the subjects seemingly comprehended the surface structural tasks before the underlying structural tasks, statistical significance was not reached. The subjects in the study responded with a greater degree of competence to the easy tasks than to the eager tasks. The subjects significantly acquired the tell distinction before the ask distinction. The presence of a pronoun in the complement clause of the ask constructions did not significantly facilitate comprehension. Contrarily, the subjects acquired the tell distinction significantly earlier when the complement clause contained a pronoun. Although there was a degree of overlap in the distribution, the white subjects significantly surpassed the black subjects in comprehension.

It is recommended that additional studies of this nature be conducted in different geographical regions and that increased attention be directed toward the implementaion of more appropriate language arts programs.

49. Deffenbaugh, Sue A. Investigation of the Oral Language Patterns of Black, Inner-City, Good, Average, and Poor Readers. Cornell University, 1972. 115p. 73-6643.

The purpose of this study was to explore the oral language patterns of the black, inner city child and the significance of those patterns in reading achievement. Specifically, this study compared selected grammatical features of the black, inner city child who reads well with his counterpart who reads poorly. The grammatical features selected for investigation were 1) past tense -- "ed," 2) possessive noun, 3) copula construction, 4) negation construction, 5) noun plural, 6) third person singular structure and 7) conditional question structure.

The 75 subjects in the study were black, elementary school children from an inner city school in a large New York city. The subjects were in grades three through six and ranged in age from eight years one month to thirteen years two months. Twenty-five high readers, 22 average readers and 29 low readers were identified.

Each subject was individually interviewed in his own school. The interview format consisted of five tasks designed to tap the subject's use of the seven selected grammatical features in both performance and competency situations. The first three tasks were relatively spontaneous speech settings designed to tap typical language usage; tasks four and five were selected as competency measures. Each interview, approximately 30 to 40 minutes, was taped and transcribed.

After each transcription was carefully edited, the language samples were

analyzed and scored on the basis of the purpose of each task and on the basis of the seven selected grammatical structures to be investigated. Statistical techniques employed were analysis of variance and the Scheffe test of comparison of means.

The high, average and poor readers did not differ significantly in the use of selected grammatical features, in discussions of questions and CAT pictures, the relatively spontaneous speech tasks. High, average and low readers did exhibit the grammatical features typical of black dialect but did not vary significantly in their frequency of using the features.

The reading achievement groups, however, did differ significantly on measures of language competency. On the Baratz sentence repetition task the high readers were able to repeat standard English negation and third person singular constructions more frequently and more accurately than the poor readers. The Berko nonsense word test, the second competency measure, also revealed significant differences between the high and low reading achievement groups on the formulation of noun plural, possessive noun, third person singular, and the past tense ("ed") structures. This suggests that the high reader, although he may not consistently use standard English constructions in a relatively spontaneous speech setting, is better able to produce on demand these features than the poor reader.

Other findings of this study were: 1) There were no significant interactions between reading achievement levels and age or between reading achievement levels and sex on grammatical measures in either language performance or language competency tasks, 2) There were no significant differences between the reading achievement levels on measures of fluency and complexity in the spontaneous speech tasks.

50. Donofrio, Rosalie S. M. Situations and Language: A Sociolinguistic Investigation. University of New Mexico, 1972. 102p. 73-8392.

The purpose of this research is to begin to refute the deficit approach to the verbal abilities of poor children. It is the investigator's contention that data collected on poor children's verbal abilities was done in incorrect social situations. Current research indicates that language development is innate. Evidence now indicates, also, that "disadvantaged" children will be non-verbal and/or nonsensical in situations they see as threatening, while in non-threatening situations they display an adequate verbal ability. It is the object of this research to vary sociolinguistic variables, and create symmetrical and asymmetrical situations, in order to test the propositions that such variations will 1) elicit better speech samples from poor children and 2) depress the quality and quantity of speech from middle class children.

No ethnic, only socioeconomic comparisons were made; all the children were of Mexican American descent, as adjudged by Spanish surname, and the sample was evenly divided between middle class and poor children in accordance to which day care center they attended -- one free, and located in the core area; the other having substantial tuition costs. Five children were subjected to each treatment by two interviewers as demonstred by the following:

	Middle Class Children		Poor Children	
	Dialect	No Dialect	Dialect	No Dialect
Middle Class Questions	1 asymmetry	2 symmetry	3 asymmetry	4 most asymmetrical
Chicano Questions	5 most asymmetrical	6 more asymmetrical	7 symmetry	8 more asymmetrical

The quality of the elicited speech was determined by use of Terminable Units; the quantity was determined by a running word count. Cuing by interviewers was also determined.

Middle class children have greater volubility and slightly more grammatical maturity no matter the situation (.10). Poor children performed best in the symmetrical situation (.025). Asymmetrical situations for poor children were found in Cells 4 and 8; the only asymmetrical situation for middle class children was Cell 6.

When poor children are made comfortable via a symmetrical situation, they speak with greater volubility and grammatical maturity. Middle class children function well in all social situations. The study requires replication using alternative parameters and there is a pressing need for a more accurate definition of socioeconomic status.

51. Fryendall, Dennis J. Errors in Oral English Usage of Mexican-American Pupils With a Spanish Language Background in Grade VI in the State of Colorado. University of Northern Colorado, 1972. 229p. 72-22,406.

The purpose of this study was to analyze the tape-recorded spoken language of sixth grade Mexican American students with a Spanish language background in the public schools of the State of Colorado by 1) identifying the errors in English usage, 2) classifying and tabulating the gross frequency of errors, the relative frequency of errors, the errors per 1000 running words and the error quotient, and by 3) comparing the errors made by Mexican American sixth grade Colorado students with the errors made by sixth grade students from the general Colorado population in the Speer study.

A screening instrument was used to identify four students in each class who exhibited a Spanish language background. These students formed the discussion group from which 6 minutes of conversation was elicited and recorded. The 45 discussion groups provided four and one-half hours of informal discussion. The recorded discussion. The recorded discussion was transcribed and analyzed for oral English and usage errors. The errors were classified and tabulated. Tables were prepared containing the frequency of each error, the number of opportunites for selected errors, the relative frequency for errors, the number of errors per 1000 running words and the error quotients where appropriate. Data from a similar study by Speer for the general sixth grade population were included in the tables for comparative purposes.

The one hundred eighty sixth grade Mexican American students in 45 discussion groups produced four and one-half hours of informal tape-recorded discussion. The transcript of this discussion contained 27,280 words. A total of 591 errors, which could be clearly identified as violating the rules of grammar, were isolated. Data

used from the comparable "Colorado Study" by Speer were developed from six hours of tape-recorded discussion yielding 34,879 words and 463 errors. Speer's data appear in parentheses throughout the study.

Verb errors contributed 250 (287) errors of 42.3 (61.8) per cent of the total errors. Disagreement with the subject provided 114 (71) errors. The incorrect use of tense forms added 53 (145) errors.

Pronoun errors accounted for 200 (114) errors of 33.8 (24.6) per cent of the total errors. Lack of agreement of the pronoun with its antecedent accounted for 132 (42) errors. Redundant pronouns contributed 55 (62) errors to the pronoun classification.

Adjective errors and adverb errors were responsible for 95 (38) errors or 16.1 (8.3) per cent of the total errors. Confusion of adjectives and adverbs accounted for 29 (11) errors charged to this classification. Article errors provided 44 (5) errors of the total adjective errors and adverb errors.

Preposition errors and conjunction errors account for 15 (5) errors or 2.5 (1.2) percent of the total errors. The use of "and" for "to" in the infinitive accounted for 15 (4) of these.

Noun errors provided 31 (20) errors or 5.0 per cent in both studies. Confusion of singular and plural forms accounted for the largest per cent of errors in the noun classification.

The investigation found 20.03 errors per 1000 running words while Speer reported 13.27 errors per 1000 running words.

52. Glavan, Joseph W. An Investigation of the Illinois Test of Psycholinguistic Ability Performance by Culturally Different Children in Pueblo Colorado. University of Northern Colorado. 79p. 72-23,802.

The investigation is an attempt to reveal that a sample population of culturally different Mexican American children would not perform differently from the norm group in the literature and that there would be no pattern characteristic of the sample group.

Thirty-four elementary school children from School District No. 60 in Pueblo, Colorado were selected from third grade classes with a majority of culturally different children (Mexican American). Irvin and Fulton Heights Elementary Schools were selected because of high concentrations of Spanish surname children and similar socioeconomic distributions. There were twenty-two Mexican American children at Irving Elementary. Twelve Fulton Heights students were selected randomly. Qualifying criteria were: 1) Chronological ages between 8-3 and 10-3. 2) Be enrolling in regular third grade classrooms. 3) Be of Mexican American backgroudn. 4) Have no known defects in visual or auditory acuity noted in school records.

The ITPA and PPVT were administered to the 22 children of Mexican American background at Irving Elementary School and 12 randomly selected Mexican American children from Fulton Heights Elementary school by the writer who is a Colorado certified school psychologist.

The following null hypotheses were: I. There will be no significant difference in the correlation between the Mental Age obtained from the PPVT and the Psycholinguistic Language age obtained from the ITPA for the sample group. Pearson's r was employed. II. There will be no significant differences between the means of the norm and sample groups on the 12 subtests of the ITPA. The t-test was used. The

level of significance was .05. III. There will be no significant difference between the norm and sample groups in the variances of scores of the 12 subtests of the ITPA. The F ratio was used. The level of significance was .05.

Hypothesis I stated that there would be no significant difference between the Mental Age obtained from the PPVT and the Psycholinguistic Age obtained from the ITPA for the sample group. The obtained Pearson r was .77 which indicated a substantial relationship between these variables. Hypothesis I was accepted.

Hypothesis II was that there would be no significant difference between the means of the norm and the means of the sample group on the 12 subtests of the ITPA. The t-test revealed that only the subtests Visual Sequential Memory and Sound Blending differed significantly between the sample and norm groups at the established level of significance. Hypothesis II was rejected.

Hypothesis III stated that there would be no significant difference between the norm and sample group variances on the scores of the twelve subtests of the ITPA. The F ratio showed only the subtest Verbal Expression to be significantly different at the established level of significance. Hypothesis III was rejected.

With the exception of the Verbal Expression subtest the F ratio indicated that the sample group was not significantly different from the norm population in variability of their performance on the subtests of the ITPA. These findings lend support to the homogeneity of variance between the sample group and the norm group. The findings further revealed that the mean scores obtained by the culturally different group departed significantly from the mean scores made by the normative sample in the Visual Sequential and Sound Blending subtests.

It is recommended that this investigation be replicated to determine if other sample groups of Mexican American children will pattern similarly. Since the involved schools received reports of evaluations and recommendations for remediation of deficits in Visual Sequential Memory and Sound Blending, a follow-up study is recommended to determine the effectiveness of remediation prescriptions.

53. Kono, Elaine K. An Analysis of Certain Grammatical Elements in the Written Compositions of Seventh and Ninth Grade Students Who Speak the Hawaiian Dialect. University of Denver, 1972. 136p. 73-9804.

The purpose of the study was three-fold: 1) to determine the presence of grammatical markers of the Hawaiian dialect, or the Hawaiian dialect markers (HDM), as they appeared in the writings of seventh and ninth grade dialect speakers; 2) to isolate the variables of sex, grade level, geographical location, and verbal ability of the students; 3) to compare the combinations of the variables as they related to HDM use in writing.

The grammatical markers reported in a study, Contrastive Analysis of Standard American English and the Hawaii Islands Dialect of English, were used in drawing up a checklist of the markers in speech. The checklist was tested on compositions of Hawaiian dialect speakers. Subsequently a preparatory pilot study was conducted to determine the conditions, procedure, and the analysis plan for the main study.

The subjects for the main study were Hawaiian dialect speaking seventh and ninth grade boys and girls of varying verbal abilities in five rural and four urban schools in Hawaii. The 719 writing samples selected for the analysis were the first

page of narrative-descriptive compositions written by these students as an assignment in 37 English classes in April 1972.

The compositions were checked against the checklist by three people who were competent in identifying the markers accurately.

To determine the presence of HDM as they appeared in the students' compositions, a frequency count and rank order of the markers were done. The study revealed that every one of the twenty-two markers appeared in the compositions. Absence of past tense accounted for 33% of all markers; preposition substitution, 13%; and lack of subject-verb agreement, 10%. The remaining 19 markers accounted for less than 45% of the total.

To isolate the variables, four null hypotheses were tested: There is no statistically significant difference in percentages of HDM occurrence in the compositions 1) sex -- boys and girls; 2) grade level -- grades seven and nine; 3) geographical location -- rural and urban; 4) verbal ability -- high, middle and low as determined by the subject's 1970 SCAT verbal scores. The percentage of occurrence for each marker was calculated and the statistical significance in the difference of percentages was determined at the .01 or .05 level. Since the test of significance showed a statistical difference at the .01 level, all four null hypotheses were rejected. Boys showed a higher percentage of HDM use than the girls; grade seven, higher than grade nine; rural, higher than urban; and each verbal ability group, higher than the group(s) above it.

To compare the four variables in various combinations, the frequency count and the percentages of occurrence of each HDM were calculated for comparable groups. The statistically significant difference in percentage of occurrence at the .01 or .05 level was also calculated. The tests determined that regardless of the combinations, the findings of the four rejected null hypotheses held true.

1) Although the students were apparently switching from their nonstandard dialect speech to standard grammar in writing, nevertheless, there was some linguistic interference that was relatable to interference in dialect speech. 2) There was a definite pattern in the frequency of interference that the students experienced, which was common to every one of the groups examined; a wide range in the distribution of HDM used; and a concentration of the high frequency markers. 3) The variables of sex, grade level, geographical location, and verbal ability were associated with HDM use; girls used less HDM than boys; grade nine, less than grade seven; urban, less than rural; high verbal ability, less than the lower groups.

54. McKeag, Robert A. Word Associations Among Selected Groups of Junior High School Students. University of Minnesota, 1972. 123p. 73-1043.

This study was based on responses of two groups of junior high school students, one group entirely black, the other, entirely white, to a word association test designed by the investigator.

The study was designed to collect data on the word associations of the word associations of the two groups in order to extend information on word associations of black and white junior high school students, to compare the groups and to examine and replicate procedures for organizing and analyzing such data, especially as those procedures are suggested by Dorothy Evans in a 1969 doctoral dissertation at the University of Minnesota ("Word Associations Among Students of Low and Middle Socio-Economic Status") and Doris R. Entwisle in Word Associations of

Young Children (Johns Hopkins Press, Baltimore, 1969). An additional purpose served by this study was to note implications in the data from black and white junior high school students for teachers and school administrators.

The word association stimulus list was made up of 25 words selected because they a) were used in previous word association studies, b) had a demonstrated familiarity to students in the black or white group. Three measures of the verbal performance of the two groups were used. They were: 1) A categorizing of responses to the word association test using the four-category system suggested by Evans and based on the relationship of the response word to the stimulus word as follows: Category I, Immature associations; Category II, Association by continguity; Category III, Logically-related associations; Category IV, Descriptors of the stimulus word. 2) A listing of response frequencies as done by Doris Entwisle in her study in which responses to stimulus words are ranked according to frequency of response. 3) A determination of commonality, which in this study represented the proportion of responses given in common by the groups being compared.

Results of this study suggest that a) differences between word associations of the black and white students in this study were masked if the groups were compared by noting the most common category of response or by listing the highest frequency of response, b) greatest variability occurred among the black subjects' responses to the word association test, c) the Evans (1969) procedure was found useful in categorizing word associations, though perhaps more categories than four are needed, d) factors such as sex, and socioeconomic status appear to influence the formation of word associations of students in this study, e) comparability among word association studies is easier if similar tests and procedures are used, f) although many current educational testing instruments may be inappropriate for black students more research is needed before attempts are made to re-write such instruments in a "black language" especially in view of b) above, g) teachers need to be aware of and sympathetic to differing language associations of black students.

Word association response frequencies for the black and white students studied are given in the appendix of the study.

55. Munden, John R. The Development of a Test for Evaluating the Oral Language of First and Second Grade Migrant Children. Arizona State University, 1972. 154p. Chairman: N. Silvaroli. 72-23,175.

The purpose of this study was to develop a test, based on a modification of the Indiana Conference Scheme of Oral Language Analysis, Level I, for assessing the oral language of first and second grade migrant children for syntactical patterns, total meaning-bearing patterns, movables, connectors, and total words that could be administered and evaluated by the classroom teachers.

The study was divided into three phases as follows:

1. Phase I was concerned with a multistage sampling of rural and border districts receiving Title I Migrant Funds and the gathering of oral language samples for the pilot study. All children from first and second grade classrooms in the districts selected were the population from which the sample was randomly chosen for the Oral Language Test. Oral language samples were gathered from approximately 15% of the population. These samples served as a basis for devising elicitation

and evaluation procedures which included example sheets of responses typical of first and second grade migrant children for each of the study variables. These materials constituted the explicit instructions for teacher administration of the Oral Language Test. Permission was secured from school personnel in each of the districts selected.

2. Phase 2 concentrated on the mailing of completed packets to the population of 35 teachers. Teachers administered procedures as specified in the elicitation packet. They then transcribed the sample from the tape and evaluated it according to specific instructions in the evaluation packet. The evaluated samples and the tapes were then mailed to the investigator in an envelope provided in the teacher test packet.

3. Phase 3 centered on evaluation of the teacher's analysis for each of the variables included in the study on 32 usable oral language samples. It was initiated by listening to each of the tapes and checking the transcriptions for accuracy. The investigator then made evaluations of each of the 32 oral language samples. Each evaluation, in turn, was checked for accuracy by two qualified examiners. Both of the examiners had previous experience with the Indiana Conference Scheme of Oral Language Analysis Level I which was used as a basis for the development of the Oral Language Test used in this study. Data from teacher and investigator evaluations were examined statistically by application of analysis of variance and Pearson's r to comparisons on all variables.

The analysis of variance indicated no significant differences on any of the comparisons between teacher and investigator results for any of the variables included in the study. The coefficient of correlation was high on all except two variables, Connectors and the Subject-Verb- Indirect Object-Object syntactical pattern. This was accounted for in part by the paucity of responses on those variables.

Teachers were able to utilize specific instructions and procedures outlined in the Oral Language Test in eliciting, transcribing, and evaluating oral language samples from first and second grade migrant children. Furthermore, teachers were able to administer the test so that their results correlated closely with results by qualified examiners. There were no significant differences on any of five syntactical patterns, total meaning-bearing patterns, movables, connectors or total words.

56. Munoz, Leo. Attributed Meanings of Selected Cultural Concepts By Mexican-American and Anglo-American Secondary School Male Students. The University of Arizona, 1972. 128p. Supervisor: Walter Olson. 72-31,829.

The purpose of this study was to determine the relationship between attributed meanings of selected cultural concepts and the socioeconomic level, educational level, and academic achievement of Mexican - American and Anglo - American secondary school students.

A stratified sample of 80 male Mexican-American and 80 male Anglo-American ninth and twelfth grade students were randomly selected from two high schools in the Phoenix Union High School System. Each student completed a personal data sheet containing information pertaining to the parents'

educational and occupational levels, grade level, and academic achievement of the student. Attached to the personal data form was the semantic differential instrument which was used to measure meaning.

Data collected on the semantic differential were factor analyzed in order to determine the resulting factors to be used to study relationship to membership in Mexican-American and Anglo-American groups. Factor scores were used in three two-way analyses of variance to test for differences resulting from socioeconomic level, grade level, and academic achievement at the 0.05 level of significance.

Analysis indicated there is a difference between upper and lower socioeconomic levels in student's cultural concepts of mother, home, study, Spanish language, and Anglo.

Analysis by grade level indicated differences related to the cultural concepts father, home, school, Spanish language, Anglo, and Indian .

When ethnic group is disregarded, academic achievement is independent of cultural concepts, but when ethnic group is considered simultaneously with academic achievement, cultural concepts are related to academic achievement. The evaluative dimension of all cultural concepts considered in this study is independent of academic achievement regardless of ethnic group. In other words, the attitudinal element of all cultural concepts used in this study is not related to academic achievement across ethnic groups. The potency dimension or power element, however, is more intense on the concepts school, teachers, books, reading, Mexican, and Negro among low achieving Mexican-Americans than among high achieving Mexican-Americans, and more intense among high achieving Anglo-Americans than among low achieving Anglo-Americans.

A significant but unexpected finding is that low academic achieving Mexican-American students are more intense on the concepts school, teachers, books, reading Mexican, and Negro than high academic achieving Mexican-American students; but the converse of this relationship occurs among Anglo-American students.

Disregarding socioeconomic level, grade level, and academic achievement, Anglo-American students are more evaluative on the concepts myself and Anglo than Mexican-American students; Mexican-American students perceive more potency in the concepts father and Mexican than Anglo-American students; and Mexican-American students perceive more activity in the concepts father and reading than Anglo-American students.

Cultural concepts have been shown to be almost independent of socioeconomic level and grade level, strongly dependent upon ethnic origin, and strongly but inversely related to academic achievement and ethnic group. Recommendations have been made that counselors, teachers, and administrators incorporate the findings into their strategies for helping students succeed with a bilingual/bicultural orientation, and that significant ethnographic data be analyzed in reference to regional cross-cultural comparisons in helping to determine degrees of bilingual/biculturalism.

57. Newcomer, Breeze F.B. A Comparison Of Word Errors Made On the Peabody Picture Vocabulary Test By Selected Kindergarten, First And Second Grade Students Of Differing Socio-Economic Groups. University of Southern California, 1972. 162p. Chairman: Professor Margaret Smart. 72-26,045.

The purpose of this study was to compare the word errors made by five-, six-, and seven-year old children of differing socio-economic groups on the Peabody Picture Vocabulary Test.

One hundred eighty subjects were drawn from two contrasting schools. One, in a small rural district, qualified for compensatory education funds; the other, in a unified district, did not. At each school, fifteen boys and fifteen girls randomly selected from the kindergarten, first, and second grades, were administered the PPVT, Form A. A common range of words was grouped into the categories of (1) Verbals, (2) Labels for Objects, (3) Labels for Living Creatures, and (4) Labels for ideas. The data were exposed to stepwise discriminant analysis to test the hypotheses of no difference between word errors relating to (1) social class, (2)presence of compensatory programs, (3) sex, (4) grade, (5) ethnic group, (6) IZ, (7)size of family, (8) birth order, (9) number of parents in the home, (10) languages in the home, and (11) attendance at preschool.

(1) There was a significant difference between mean error scores on Verbals as a function of sex, intelligence, size of family, and birth order. Boys, children of below average intelligence quotient as measured on the PPVT, children from families with more than two children, and children who were born third or later in their families made more errors. (2) There was significant difference between error scores on Labels for Objects as a function of socio-economic status, attendance at a compensatory school, grade ethnic group, bilingualism, and IQ. Children of low socio-economic status, kindergartners, Mexican-American children, those hearing more than one language at home, and children of below average IQ made more errors. (3) Significant difference occurred in errors on Labels for Living Creatures as a function of level of IQ. Those children with below average IQ made errors. (4) Significant differences appeared in mean error scores on Labels for Ideas as a function of IQ and grade. Kindergarten children and those with below average IQ made more errors. Statistical placement in groups resulted in nearly half of one of the groups analyzed for each hypothesis being incorrectly placed.

Although there were statistically significant differences in mean scores as indicated above, for the subjects of this investigation the characteristics presented in the various hypotheses were not useful predictors for deciding to which group a subject belonged. When viewed in the light of correct and incorrect placement in groups, the differences were not meaningful.

Further research is needed: (1) to establish ways in which precise language deficiencies of individual children can be determined with instruments

combining validity, reliability, and useability; (2) to determine the most successful ways of increasing vocabulary and concepts for children of various groups and different ages so that planned learning at school entrance and before might be facilitated; (3) to determine which factors are detrimental to language development, if they are the same for all children, and which can be counteracted by the school; and (4) to bring research to the classroom so that results are immediately meaningful and applicable. From the study it seems evident that the educational needs of each child should be predicted on the basis of individually demonstrated characteristics rather than on membership in some group formed on the basis of such characteristics as sex, ethnic group, or socio-economic status.

58. Noble, Eleanor F. Spanish Problem Features And English Reading And Writing Systems. Arizona State University, 1972. 78p. Chairman: Dr. Silvaroli. 73-391.

Spanish-surnamed children have apparent difficulties in the production of articulation of English phonemes. Such difficulties with the phonology of English appear to be reflected to some degree in developing skills in English reading and writing.

The purpose of this research study was to investigate the relationships between selected problem features of Spanish as observed in fifth-grade Spanish surnames children in: (a) oral language and oral reading and (b) oral language and writing.

Thirty-three fifth-grade Spanish-surnamed children from a Texas city of 150,000 participated in the study. The students were from four schools representing four different areas where 50 to 85 percent of the school population was identified as Mexican-American. The data were gathered for the study within a week designated by the school district. Responses were elicited from subjects in three performance samples: oral language, oral reading, and writing. For the Performance Sample in oral language, subjects were asked to identify pictures. For the Performance Sample in oral reading, one hundred ten words were selected from the Stone List of 769 Easy Words. For the Performance Sample in writing, fifty-four words were selected from the Stone List of 769 Easy Words, which were administered from a pre-recorded tape. Scoring of all performance samples was based on linguistic analysis. The score for each subject in each performance sample was computed on the basis of the total number of responses and the number of responses in which Spanish problem features were observed.

Linguistic Analyses of the responses in the three performance samples led to the conclusion that the Spanish-surnamed children in this study did experience similar problems in oral language and in oral reading of words in English. It was also noted that the Spanish-surnamed children in this study did not evidence the same language problems in writing responses as they did in oral language.

From the findings of this investigation, it appeared that emphasis on standard English pronunciation in oral reading may be a factor in limiting

the Spanish-surnamed student's interpretation of the material he is asked to read. On the other hand, from this study, it shall not be assumed that problem features observed in Spanish-surnamed children will automatically be reflected in their writing of words in English. It appears that for Spanish-surnamed children direct instruction in spelling of words should be emphasized in the classroom.

Several recommendations were made for further research. A method needs to be developed for evaluating word recognition skills of Spanish-surnamed children whose oral language is characterized by problem features of Spanish. It also seems that teachers need a realistic basis for distinguishing between pronunciation differences due to problem features of Spanish and pronunciation difficulties due to word recognition errors. Teachers should be aware that problem features of Spanish involve articulation differences of an individual nature which do not necessarily involve, for Spanish-surnamed children, comprehension of reading material.

Further investigation is recommended to determine the effect of problem features of Spanish on comprehension of English reading for Spanish-surnamed middle-grade children.

59. Robinson, Virginia H. A Comparison Of Standard English Patterns Produced By Head Start Participants And Comparable Children With No Head Start Experience. Arizona State University, 1972. 168p. 72-23,178.

This exploratory study compared the use of oral language of a group of children who had participated in a Head Start program with an approximately like group of children with no preschool experience. All of the children were from very low socioeconomic backgrounds. All were enrolled in Project Uplift, a preschool educational demonstration program, located at South minister Presbyterian Church, Phoenix, Arizona. Of forty-three children enrolled Project Uplift, twenty-five were Afro-American, one was Anglo-American, and seventeen were Mexican-American. Nine children had spent two years in the program, fourteen had participated for one year, and twenty had not participated in Head Start or other compensatory educational program. Other comparisons of data stratified by sex and by ethnic group membership were made to determine the significance of differences, if any, in the use of oral language by such groups.

Oral language samples for each child were taperecorded in four different situations: (1) Imitation of sentences in standard English containing a pattern listed as troublesome by Loban, (2) Telling what "you did after school yesterday," (3) Telling "what is happening" in each of six pictures, and (4) Talking informally with the investigator about magazine pictures taken in the Phoenix zoo.

Oral language samples from each child were collected at the start of the fall term. The Peabody Picture Vocabulary Test was given within the first two weeks of the term. The Culture Fair Intelligence Test was given each child on the completion of the other tasks.

It was hypothesized that subjects with Head Start experience would: (1) use a smaller mean number of nonstandard responses in the imitation task than would non-Head Start subjects, (2) use a higher mean proportion of standard pronouns in the oral language tasks than would those with no Head Start experience, and (3) use a higher mean proportion of standard forms of auxiliary verbs in the oral language tasks than would those with no Head Start experience. In these three instances a null hypothesis was tested against directional hypotheses. Additionally it was hypothesized there would be no difference in the number of nonstandard responses, and proportion of standard forms of pronouns and auxiliary verbs used by girls and boys in the study and that there would be no difference in the number of nonstandard forms of pronouns and auxiliary verbs used by Afro-Americans and Mexican-Americans in this study.

The null hypothesis relating to the use of standard forms of auxiliary verbs by Afro-Americans and Mexican-Americans was rejected by the data. The Mexican-American group used a significantly higher proportion of standard auxiliary verbs than the Afro-American group. Comparisons within the Afro-American group yielded two significant values: (1) Afro-American boys with two years of Head Start participation gave fewer nonstandard responses than did boys with no or one year of Head Start experience. (2) Afro-American boys with two years of Head Start participation produced a higher proportion of standard auxiliary verbs than did boys with one year and less of Head Start experience. All other comparisons did not attain the level of significance. Head Start participation for the groups studied did not seem to affect significantly the ability to imitate standard English patterns or to increase use of standard forms of pronouns and auxiliary verbs in the production of language. This study showed that Mexican-American subjects employed a higher proportion of standard forms of auxiliary verbs than Afro-Americans. Further, of all sub-groups Afro-American boys with two years of participation in this Head Start program seemed most likely to have been affected by the experience. Two-year Afro American subjects used fewer nonstandard responses in the imitation task and employed a larger proportion of auxiliary verbs in the oral language tasks than subjects with no Head Start experience.

60. Rogers, Minnie M. The Effects Of Speech Patterns On Listening Comprehension. Ball State University, 1972. 116p. Chairman: Dr. Joan Williams. 72-31,615.

This study attempted to provide evidence regarding the role that differing speech patterns play in effective communication between teachers and students. This evidence was sought by testing the listening comprehension of subjects

of materials presented by teachers. The testing was conducted to determine whether or not a student had difficulty comprehending speech which was different from his own. Evidence also was sought to try to determine the role that attitudes play in reference to race and the sound of speech and whether any relationship existed between comprehension scores and rating scores of listeners.

Subjects for the study were comprised of 160 third grade students from a metropolitan school system of a large southern city. Linguists were utilized to analyze speech patterns. Those speech patterns that demonstrated standard English were classified as "a" and those that demonstrated deviance from standard English were classified as "B". Based on these analyses the student sample consisted of: forty blacks and forty whites: speech pattern "A"; forty blacks and forty whites: speech pattern "B".

The teacher sample consisted of one black and one white teacher whose speech patterns were classified as "A" and one black and one white teacher whose speech patterns were classified as "B".

Eight stories from the Webster Classroom Clinic were used to test listening comprehension. One story each was tape-recorded by each teacher and one story was video-taped with accompanying comprehension questions. In groups of ten, the subjects listened to or viewed each story and were checked on listening comprehension of story content. After each presentation and test the subjects rated each presenter by marking a Rating Scale constructed by the investigator.

The subjects were exposed to treatment combinations for race or presenters, black and white; speech pattern of presenter, pattern "A" and pattern "B"; and mode of presentation, audio-visual and audio. Statistical analysis was made of the combinations. The analysis of variance was utilized in determining the variation in mean comprehension scores of the two identification levels and treatment combinations. The F Ratio, derived from the analysis of variance, was utilized to test statistical significance of the null hypotheses and to determine the variation in rating scores for the five dependent variables measured on the Rating Scale.

1. A significant relationship was found to exist between the race of the presenters and the way they were rated by subjects.

2. A significant difference was found to exist between the listeners' ability to comprehend the audio and the audio-visual presentations of the same speakers.

3. No significant difference was found between the mean comprehension scores of subjects who viewed a story told by a speaker with the same speech pattern as their own and one who demonstrated a different speech pattern when either the audio-visual mode of presentation or the audio mode was utilized.

4. No significant relationship was found between the rating of presenters by subjects and comprehension scores of subjects.

1. Differing speech patterns did not affect the listening comprehension of subjects in this study.

2. The attitude of the subjects toward the presneters had no relationship to the listening comprehension scores of subjects.

3. The race of the subjects and of the presenters did affect the rating of the presenters. Presenters of a different race than that of the subjects were rated lower on the Rating Scale than presenters of the same race.

4. The comprehension scores of the subjects were higher on tests of materials presented by the audio-visual mode than they were on materials presented by the audio mode.

5. The presenters received higher ratings for the audio-visual presentations than they did for the audio presentations.

61. Stickle, Marilyn Kay. The Consistency of Morphological Generalizations Of Disadvantaged First Grade Children In Listening, Speaking And Reading Situations. Michigan State University, 1972. 164p. 73-12,828.

This study was designed to learn more about the relationship between the oral language patterns and the oral reading behavior of disadvantaged first grade children. The purpose of the study was:

A. To survey the young disadvantaged child's ability to understand and apply selected morphological generalizations such as regular and irregular noun plurals and verb past tenses, third person singular verbs, and progressive verb forms.

B. To examine the degree to which the child was consistent im morphological generclizations as he transferred the generalizations from listening to reading situations.

C. To discern whether the presence or absence of graphic inflectional clues would alter the reader's pattern of morphological generalizations.

Four tests--The Wug Test, Meaningful Listening Test, Oral Reading Test I and Oral Reading Test II --were administered to one hundred disadvantaged children consisting of twenty-five Black boys, twenty-five Black girls, twenty-five white boys and twenty-five white girls. These tests measured the ability of the subjects to form noun plurals, verb past tenses, third person singular verbs and progressive tenses in listening and reading situations. The Wug Test, by Jean Berko Gleason, assessed the underlying system of morphological generalizations used by such children to generate morphological responses. The Meaningful Listening Test assessed the learned language productions of the children; the Oral Reading Test I surveyed the subjects' abilities to read passages written in standard English language patterns; while Oral Reading Test II examined their responses while reading selections which were made nonstandard by omitting the graphic representation of the morphological changes. The latter three tests were designed by the investigator to execute this study.

In order to test the major hypotheses of the study, mean scores and standard deviations were computed for all four tests. In order to describe the consistency of morphological generalizations, plottings were made of the children's response patterns. Correlation coefficients, ANOVA, and post hoc tests were also computed.

Analysis of the data resulted in rejection of the null hypotheses in all three instances. The results of the study indicated that young disadvantaged

children can generate s-z noun plurals, t-d verb past tenses, and progressive verb forms with greatest regularity. The formation of es-ez noun plurals, ted-ded verb past tenses, and third personal singular verbs were generated with less regularity, and irregular noun plurals and verb past tenses were formed with least regularity. Black children demonstrated mastery (< 75% standard responses) of s-z noun plurals while the white subjects demonstrated mastery of all the generalizations surveyed with the exception of third person singular verbs, irregular noun plurals and irregular verb past tenses.

There was a significant positive correlation between The Wug Test and each of the other measures, which indicates that the child's underlying system of morphological generalizations has a strong influence on the language patterns he uses in listening and reading situations. In addition, it was evident that the children demonstrated great morphological consistency as they transferred such generalizations from measure to measure.

In reading situations, it was noted that children made more standard morphological generalizations when reading passages written in standard English morphology than when reading passages written in nonstandard morphology. In several instances children standardized the nonstandard patterns without hesitation or comment. A few children were cognizant of the missing word endings in the nonstandard passages.

62. Tucker, Joseph C. A Comparison Of the Spoken Vocabulary Of Low Socio-Economic Black Kindergarten Children, To the Written Vocabulary Found In Three Multiethnic Pre-Primer And Primer Basal Reading Series. Hofstra University, 1972. 106p. 72-22,986.

The purpose of this study was to collect, analyze, and compare the spoken vocabulary of black low socio-economic children of kindergarten age with that of three basal reading series designed to be used with multiethnic groups. The subjects in this investigation were 120 black children between the ages of four and six previously screened to determine their low socio-economic level as indicated on the Warner scale.

The data on the children's spoken vocabulary was collected while they replied to questions based on twenty monochromatic Thematic Appreception Test cards and ten chromatic picture cards made from magazine pictures. Children's answers for each test were transcribed into manuscript form. The manuscripts were then key punched on IBM cards. This data was then analyzed by computer to give the rank order and frequency count of all the words used by all the children. Also, a frequency count was made of words found in three multiethnic preprimer basal reading series. A comparison was then made between the words used most frequently by the children and those found in each series. A comparison was also made between the words used most frequently by all three preprimer reading series. A further comparison was made between the vocabulary of these 120 low socio-economic black children and the auditory work list developed by Wepman and

Hass, who used the 20 T.A.T. cards with white middle-class children aged five and six years.

The original Criterion Word List for boys and girls contained a total of 111,834 word responses which consisted of 2,784 different words. Examination of the first 500 words found on the Wepman and Hass and Criterion Word Lists indicate that 73 percent of the words are common to both lists. When all the words on the Ginn List (420) are compared to the Wepman and Hass (500) Word List (order by frequency), there is a commonality of 47 percent. When all the words on the Bank Street List are compared to the first 500 words (order by frequency) of the Wepman and Hass List there is a commonality of 68 percent. The A.B.C. Word List has 65 percent of its words in common with the first 500 words (order by frequency) found on the Wepman and Hass List.

The total number of 420 Ginn words used in the preprimers and primer word lists have a commonality of 49 percent with the Criterion Word List (order by frequency). Of the 215 words found on the Bank Street List 74 percent or almost three-quarters of them also appear on the Criterion Word List (order by frequency). The total A.B.C. Word List (272) has a commonality of 65 percent with the Criterion Word List (order by frequency).

When comparing each basal word list with the other two basal word lists, Bank Street has the lowest commonality with the A.B.C. List (42%) and the Ginn Word List (32%).

There is a strong similarity between the words found in the speech of kindergarten black children and kindergarten white children. After evaluating both word lists, it is possible to conclude that white children make the same work contraction variations that black children make.

The results indicate that the close similarity of the Criterion and Wepman and Hass Word Lists justifies a core vocabulary usable in both general and multiethnic basals.

Teaching of Language Arts

63. Prince, Paul T. Video Tape Recording In Discovery-Reinforcement With Navaho Students. University of Utah, 1970. 166p. Chairman: Rey L. Barnes. 71-3630.

The purpose of this study is to compare the effectiveness of video tape recording, audio tape recording, and a tutorial situation as media in the formal learning experience. For this purpose a design of treatment X levels is employed. The video tape and audio tape modes are intended as mediation techniques in the discovery - reinforcement paradigm. The electronic media are utilized as means for immediate knowledge of results and immediate reinforcement. This was accomplished by recording

subjects' performances and, immediately upon completion, playing back the recording for the subject.

Subjects were 102 Navaho high school students enroiled in English language courses at the Intermountain School, Brigham City, Utah. The criterion variable was improvement in performance on articulation of selected English language phonemes. Subjects were tested and practiced in individualized settings with the media or tutor. Tests were recorded on audio tape and were later assessed by panels of judges. Judges were selected from the Speech Pathology division of the Speech Department, University of Utah.

Subjects were selected at random and randomly assigned to cells within a 3 x 2 design of Media Treatments X Language Laboratory Enrollment Levels. Language laboratory enrollment divides the student population into two groups: freshman and sophomores currently enrolled in laboratory work and juniors and seniors who had previously completed language laboratory classes. Subjects' scores on the articulation criterion were assessed by analysis of variance. Results indicate a significant superiority for the one-to-one tutorial mode over both video tape and audio tape. There was no main effect for levels. There was no interaction effect.

The use of a white adult tutor with the traditionally reticent Navaho youth was particularly effective. The use of the electronic media as independent practice aids was ineffective; this may well have been attributable in part to insufficient training in previous language laboratory class work. Subjects who were unable to discriminate between the acceptable English articulation and their own unacceptable articulation were unable to benefit from self-monitored practice and discovery-reinforcement.

Recommendations are made for further research using a combination tutorial-video tape medium, using other sub-standard English speakers, and using different criteria such as intonation or a global assessment of speaking acceptability. The discovery-reinforcement paradigm, while potentially valuable cannot operate with subjects who are unprepared to discriminate between acceptable and unacceptable responses.

64. Duncan, Claire W. Self-Selection For Third Grade Pupils. The Florida State University, 1972. 135p. Major Professor: Norman R. Dodl. 72-21,308.

This investigation was to determine the effect of self-selection of learning alternatives on achievement of both black and white pupils and upon attitudes toward school.

The six week study involved forty-eight third grade pupils for whom unique objectives in word analysis were written using a criterion model. Subjects were divided into three groups. Each subject in Group A was given a self-selection prescription which consisted of a variety of learning alternatives from which the pupil could select those which appealed to his particular learning style. Those subjects in Group B were given a linear prescription which included certain learning activities

provided as alternatives for Group A but which required pupils to complete each in a specific sequence. Group C had regular teacher-written prescriptions. These consisted of page by page assignments to multipurpose materials normally used to provide instruction in the third grade at the school in which the study was conducted.

For the total group performances, no significant differences were found. Within groups, analysis showed that black pupils performed significantly higher ($p < .001$) than whites in both Groups A and B. Attitude differences were significant ($p < .05$) in favor of Group A.

1. Self-selection and linear approaches stimulate higher achievement among black pupils than whites when equally appropriate objectives are written.

2. Both self-selection and linear prescriptions for third grade pupils are at least as satisfactory as regular teacher-written prescriptions.

3. The use of a Criterion Model seems to be feasible for developing objectives and designing prescriptions tailored to meet needs of individual pupils.

4. To the extent that one can generalize from the restricted set of pupil outcomes dealt with in this study, it seems that when given the opportunity to select their own materials in a restricted area, pupils tend to choose those in which they work best.

5. Use of self-selection is accompanied by more positive attitudes toward school.

65. John, Alex Jr. An Analysis and Comparison Of the Effects Of Student Sex, Student Race, Teacher Behavior, and Teacher Race Upon the Achievement Of Tenth Grade English Students. Northeast Louisiana University, 1972. 88p. Major Adviser: Dr. Merrill S. Nicklas. 72-34,031.

The purpose of this study was to determine the relationship between the achievement of a sample of 798 black and white tenth grade English students, from a total population of 3,500 pupils, with respect to student preachievement classification, student sex, student race, teacher race, and teacher behavior.

The following hypotheses were tested.

(1) There is no significant difference between the achievement, as measured by the Iowa Test of Educational Development, of white and black tenth grade English students with respect to sex of student, race of teacher, student preachievement classification, and teacher behavior.

(2) There is no linear or quadratic relationship between teacher I/D ratio and student achievement.

(3) There is no interaction effect on student achievement in tenth grade English for each of the possible interactions generated by teacher race, student preachievement classification, student sex, and student race.

All hypotheses were tested at the .05 level of significance. All

hypotheses were tested by using a four-way analysis of covariance and treating teacher I/D ratio as an independent concomitant variable.

This study was limited to 798 tenth grade students in the academic area of English. The study was conducted in the Calcasieu parish school system, Lake Charles, Louisiana. Specifically, data were obtained for students in attendance in the following schools: Washington High, Boston High, Westlake High, Sulphur High, Bell City High, Sam Houston High, Lake Charles High, Marion High, Barbe High, Iowa High, DeQuincy High, and LaGrange Senior High. Thirty-six female teachers comprised the entire teacher population associated in the study. Both the student and teacher populations were racially mixed. The class composition was developed through random scheduling without regard to race, student ability, sex, socioeconomic classification, or any other type of control.

The teacher population was comprised of eight black and twenty-eight white female tenth grade English teachers.

An adequate sample of the teachers' total behavior pattern was secured by collecting data during several different types of lessons and making certain that the length of time spent in observation was sufficient. A single observation was approximately one hour long.

The teachers' behavior was measured by using Flanders' I/D ratio. This I/D ratio ranged between .04 and 1.78 and apparently was reasonably well distributed between these two points. The I/D ratio was computed twice on all teachers associated in the study. The average I/D ratio was then used to reflect each teacher's behavior.

Data that were collected consisted of measurements of a response variable, four dichotomous factors, and an independent variable. The response variable was generated by measuring the differential between the pretest and posttest scores, using the Iowa Test of Educational Development. This variable was referred to as gain in student achievement. In addition, the pretest scores were used to identify the factor preachievement classification, rated as either high or low. Also, student sex, student race, and teacher race, were used to further refine the classification of the experimental subjects, students. These three additive dichotomous factors were considered to have sufficient statistical effect upon the response variable, gain, in achievement level.

The major findings, as identified by the regression analysis of student gain on I/D ratio and the factorial design section of the analysis of covariance, were: (a) that there was a significant quadratic relationship between teacher I/D ratio and student achievement, (b) that the low achievers had a significantly higher mean gain in achievement that did the high achievers, (c) that, overall, males had a higher mean gain in achievement than did the females, (d) that female low achievers had a higher mean gain in achievement than did males: however, among the high achievers, there was no statistical difference, (e) that white low achievers obtained significantly higher mean gain in achievement than did black low achievers, (f) that white males reflected higher mean gain in achievement than did white females, and (g) that white high achieving students taught by white teachers experienced significantly higher mean gain in achievement than did those taught by black teachers.

The t test, to determine whether there was a difference in mean gain in achievement between white low achievers taught by white teachers and white low achievers taught by black teachers, was found not to be significant at the .05 level of significance.

Also, the t test, to determine whether there was a difference in mean gain in achievement between black high achievers taught by black teachers and black high achievers taught by white teachers, was found not to be significant at the .05 level of significance.

The following recommendations were suggested: (1) further research concerning student-teacher interaction that will facilitate improvement of the teacher's interpersonal skills; (2) further research to determine why high achievers responded more to teachers of the same race; (3) further research to determine why female low achievers experienced higher mean gain in achievement than did male low achievers; (4) further research into the relationship between preachievement classification and actual gain in achievement realized by the experimental subjects, students; (5) further research to determine if teacher sex, professional experience, competence, and/or socioeconomic level have significant effects on student gain; (6) further research to determine why white low achievers experienced higher mean gain in achievement than did black low achievers; (7) further research to determine why white males reflected higher mean gain in achievement than did white females; and (8) further research to determine if the relationship between I/D ratio and student gain is best described by a quadratic relationship.

66. Salinas, Mary E.S. 1967-68 (Year Four) Findings: A Comparative Study Of the Effects Of Oral-Aural Teaching Techniques On Pupils' Gain In Reading, Language and Work Study Skills In Grades Three and Four. The University of Texas at Austin, 1972. 265p. Supervisor: Thomas D. Horn. 73-7638.

This study was intended to report the Year Four (1968-69) findings of the San Antonio Language Research Project, begun in 1964 as one of twenty-seven USOE first grade reading studies. The purpose of this study was to evaluate the longitudinal effects of experimental oral language programs. The subjects in the research sample were disadvantaged Mexican-American third and fourth grade children whose native language was Spanish.

Originally there were three treatments: one involved oral language instruction in English, one in Spanish, and one used the same instructional content adapted from AAAS Science: A Process Approach but no oral language instruction. The oral language teaching techniques emphasized modeling, repetition, and substitution drills.

Scores were included in the data analysis only for third and fourth grade pupils who had received the same experimental treatment for their entire school careers. Control groups consisted of children attending

the same schools but who had never been in experimental classes.

In fourth grade three groups were studied: LCE (Language-Cognition English), LCS (Language-Cognition Spanish), and SAC (San Antonio Curriculum or "controls"). In third grade four groups were studied: LCE, LCS, SAC and NOA-LCE, the latter consisting of children who had received special science instruction but no language training for two years and were in LCE classes during third grade.

Scores used in the data analysis were the fifteen subtest and total scores from the April, 1968, administration of the IOWA Tests of Basic Skills. IQ scores from the non-verbal battery of The Lorge-Thorndike Intelligence Tests were used to estimate differences in learning capacity. Analysis of variance and analysis of covariance with IQ as the covariable were used to compare the mean scores of the treatment groups at each grade level.

In fourth grade there were no significant differences in IQ. According to analysis of variance four of the fifteen differences were statistically significant: Spelling, Work-Study Skills--Total, Arithmetic Concepts and Arithmetic Skills--Total. In all cases, the LCE group had the highest mean score and the LCS the lowest. When analysis of covariance was used, two significant differences were found: Usage and Language Skills--Total. Comparisons of means adjusted for IQ revealed that the LCE mean scores were highest, the SAC the lowest and the LCS close to but higher than the SAC.

For the third grade the mean IQ scores were significantly different favoring the SAC group. According to analysis of variance there were significant differences on every subtest and total score of the Iowa Tests of Basic Skills. The SAC group always obtained the highest mean scores. The LCS group obtained the lowest mean scores on every test except one. The mean scores of the LCE and NOA-LCE groups were in between with neither group consistently superior to the other. Of the eight instances when analysis of covariance was appropriate, significant differences were found in six: Reading Comprehension, Spelling, Usage, Language Skills--Total, Reading Graphs and Tables, and Arithmetic Skills--Total. The mean scores of the SAC group were always highest or as high as the scores of the NOA-LCE group. The mean scores of the LCS group were always lowest or as low as the scores of the LCE group.

It was concluded that the LCS treatment was not effective for improving reading and other academic skills, when measured in English. The results at the fourth grade level support the LCE treatment as an effective tool for improving general academic skills. Findings at the third grade level provide no such support.

Limitations inherent in the implementation of this research project were discussed and recommendations for further research were listed.

67. Vickers, Nolan L. An Analysis Of Three Methods Of Teaching English On the Attitude and Achievement Of Educationally Deprived Students. Mississippi State University, 1972. 75p. Director: Dr. James R. Thomson, Jr. 72-25,990.

The major purpose of this study was to investigate the effects of three different methods of teaching English on English achievement and attitude toward school of tenth-grade, educationally deprived students.

The population for the study consisted of sixty tenth-grade students enrolled in a public secondary school in Northeast Mississippi. Subjects were selected to participate in the study on the basis of their achievement test scores on the English section of the Comprehensive Tests of Basic Skills, Form R, Level 3. All students who attained grade equivalent scores of less than 7.0 were considered to be educationally deprived and deemed eligible to participate in the study.

Three matched groups of twenty students each were established from the sixty eligible students. Students were matched according to their English achievement scores on the CTBS, their chronological ages, and their attitude scores on the Wisconsin School Attitude Scale.

A pretest and posttest design was used in the study. The pretests of both attitude and achievement were administered to all participants prior to the beginning of the 1971-72 school year. The Comprehensive Tests of Basic Skills, Form R, Level 3 was used as the achievement pretest, and the Wisconsin School Attitude Scale was used as the attitude pretest.

The three teachers selected to participate in the study held valid state teaching certificates with endorsements in English. The teachers were females who had at least one year of teaching experience prior to their participation in the program and who expressed a willingness to work with the study.

For a period of six months, each matched group was taught a different English program. Group A was taught a traditional basal program in which literature, language, and composition were taught as separate units. Group B was taught by the use of an interrelated method in which literature, language, and composition were taught together. Group C was taught by the use of an interrelated and media method in which all areas of English were interrelated, and recordings, transparencies, and media worksheets were used to enrich the program.

After six months of instruction, students were administered the posttest of attitude and achievement. The Comprehensive Tests of Basic Skills, Form Q, Level 3 was used as the achievement posttest, and the Wisconsin School Attitude Scale was used as the attitude posttest.

The "t" test was utilized to obtain the significance of the difference between the means of all possible pairs of matched groups in both attitude and achievement. A difference was considered statistically significant at the .05 level of significance.

Analysis of the difference between the English achievement posttest means of students in Group A, who were taught the traditional method, and students in group B, who were taught the interrelated method, revealed no statistically significant difference between the two groups in English achievement ($P > .05$). No statistically significant difference was found to exist between the attitudes of students in Group A and Group B as measured by the attitude posttest.

The English achievement of students in Group C, who were taught the interrelated and media method, was found to be significantly higher than the English achievement of students in Group A who were taught the traditional method ($P < .05$). An analysis of attitude posttest means for the two groups revealed that students in Group C scored significantly higher in attitude than did students in Group A ($P < .05$).

The English achievement level and attitude scores of students in Group C were found to be significantly higher than those in Group B ($P < .05$). Students in Group B were taught by the use of the interrelated method and students in Group C were taught by the use of the interrelated and media method.

68. Williams, Gladys Margaret. An Evaluation Of the Writing Performance Of Students In Grades Seven Through Ten In An Urban Junior and Senior High School Using the Diederich Method Of Cooperative Composition Rating, With Attention To the Performance Of Selected Subgroups. Syracuse University, 1972. 149p. 73-9580.

The purpose of this study was to investigate growth in writing in a single urban junior high school and in the first year of the senior high school to which the junior high school students progressed by the cooperative evaluation of compositions by nearly equal numbers of students at the four grades. Another important area of investigation was to determine the relationship of race, sex, and socio-economic status and the interactions among these variables to writing performance.

Under control conditions, 388 students wrote compositions about a single topic. The compositions were then rated by eight persons, the writers' own teachers, who used the Diederich Method to place their share of the composition into three fixed merit categories: 25 percent each in a High and a Low group, and 50 percent in a Middle group. These teachers, all white, re-rated the compositions, testing inter- and intra-rater consistency. The compositions were rated by eight Black teachers and by 97 seventh and ninth grade students, in subsamples of four. The students selected the compositions they thought the best and the worst.

The data were manipulated in three ways: The percents of compositions rated High, Middle and Low were computed for students at each grade level and for students representing racial, sex, and socio-economic class groups at each grade. Analysis of variance was run to determine the significance of differences between subgroups, and analysis of covariance, adjusting for general ability. Correlations were run among the ratings of groups of teachers and teachers and students.

There was significant growth in writing performance from seventh to eighth grade, but negligible differences were found among the other three grades. This finding seemed due to the great heterogeneity of the writing population.

Black and white teachers rated compositions in much the same way.

The compositions girls wrote were judged to be superior to those written by boys.

The compositions whites wrote were judged to be superior to those written by Blacks.

The writing performance of Black students representing both middle and low socio-economic class status was not significantly different.

There was fair agreement among the teacher raters as to what constituted good writing. The inter-rater consistency correlation was a mean of .59. The intra-rater consistency correlation was a mean of .74, both figures based on seven teachers' readings of 48 compositions and one reading 52 of them. A correlation in the .60's was determined when ratings for the 388 compositions were computed.

There appeared to be little relationship between students' ability as raters and students' performance as writers.

These results indicating no progress in writing performance are at odds with the findings of other studies of cooperative evaluation. The other studies, however, have been studies using the compositions of senior high school student groups that were less heterogeneous than the population used in this study.

Bilingual Students and Programs

69. Vasquez, Librado K. An Experimental Pilot Bilingual Model School For Transient Mexican-American Students. University of Oregon, 1969. 212p. Adviser: Dr. Arthur Pearl. 70-15,362.

There are more than five million Mexican-Americans in the United States, eighty (80) percent of whom live in California and Texas. Most of the others are found in Arizona, Colorado, Ohio, Oregon, New Mexico, Washington, and Illinois. In excess of four million of these people live in urban areas. The Mexican-American is the second largest minority group in the Unites States. The number increases steadily because Mexican-Americans raise larger families than other ethnic groups. Most are of native Nahuatl stock with the incursion of some European, principally Spanish blood. For several hundred years, their ancestors comprised one of mankind's most advances civilizations, but, with the adverse political change after the Mexican-American War ended in 1848, they have become a poor and exploited minority within Anglo-American society. Even adequate nutrition is difficult to obtain for those who work hardest, particularly transient workers, are characterized by some as "lazy" or, more politely, as "lacking in goal orientation". Americans of European origin generally admire the individual who speaks more than one language unless that individual is of Mexican descent.

Bilingualism has been discouraged, sometimes cruelly quashed, in schools of the Southwest, which unfortunate situations have created a great number of people who communicate bilingually and speak neither English nor Spanish very well. This attitude typifies a predominant Anglo-American attitude toward Mexican-Americans that somehow their culture is substandard. The time has long come when culturally different must not mean culturally inferior. Sociological evidence merely support the obvious: If society teaches self pride to its children, self pride is what they will learn; conversely, if they are taught to be ashamed of their race and culture, they will learn to hate themselves. Also, if their language is respected and used, they will learn more from their teachers than if it is disrespected and not used at all. The Experimental Pilot Bilingual Model School for Transient Mexican-American students is open to all transient and stable Mexican-American students (K-12). The method in which these subject-matters have been implemented is bilingual. The main objective of this model school is to reintegrate the transient and stable Mexican-American students into the regular classroom at the earliest possible time. In this dissertation there is an outline that has specific plans for a future experimental pilot bilingual model school for Mexican-Americans and an evaluation of a brief pilot testing program which has compared the achievements of Mexican-Americans in a Southern California Junior High School under monolingual and bilingual teachers, using the Stanford Achievement Test. Although the results of the pilot program reveal some general information about the two groups, it did not establish any statistically significant difference; this fact is most likely explained by the briefness of the five week instructional period.

70. Tang, Benita S.T. A Psycholinguistic Study Of the Relationships Between Children's Ethnic-Linguistic Attitudes and the Effectiveness Of Methods Used In Second-Language Reading Instruction. Stanford University, 1971. 159p. 72-11,678.

This psycholinguistic study proposed to investigate the relationships between Chinese children's attitudes toward their native dialect (Cantonese) as well as the second language (English) and the effectiveness of methods used in second-language instruction. The two methods compared in the experiment were the Translation Method and the Non-Translation Method. In this investigation, attitude toward a language is to be understood as inclusive of attitude toward people of the linguistic-cultural group in which the language is spoken. The study also contributes to the analysis of Chinese children's attitudes toward two ethnic-linguistic groups and to the development of a technique of teaching science-reading to non-native speakers of English. The learning of English as a second language is narrowed down to one particular area, namely: reading.

The subjects were 106 Cantonese-speaking children attending the eight special ESL (English as a Second Language) classes at three elementary schools in Chinatown, San Francisco, California. Their ages ranged from 7 years and 4 months to 13 years and 2 months. All of them were immigrants

from Hong Kong who had been in the United States for an average of approximately 10 months when the study commenced. The eight classes were randomly assigned to two treatments with four classes in each. Both treatments emphasized structural meaning as an approach to the teaching of science-reading. However, in Treatment I, the important English words in each lesson were translated into their Cnatonese near-equivalents and, as a summary, the entire reading passage was rendered in Cantonese. Besides, students were allowed to interact and ask questions in Cantonese. On the other hand, all activities in Treatment II were carried out in English. Instead of the Cantonese rendering of the passage, an English summary was given. No one was allowed to speak Cantonese during the 40-minute period. In short, the only variable that made the two treatments different was the presence or absence of native-language translation. The entire experiment covered a period of twenty 40-minute sessions. The same teacher taught in all eight classes.

Attitudes toward the two languages and speakers of the two ethnic linguistic groups were measured with a "matched-guise" test constructed on a 4-point scale with 5 pairs of guises to be evaluated. They were expressed in raw scores as well as difference scores for the statistical analyses. The criterion measure or post-test was a science reading comprehension test based on the lessons covered in the 20 sessions of the experiment. The same test was also given as a pre-test. Other measures taken were those of auditory discrimination, visual sequential memory, and listening comprehension.

The findings indicate that there has been an interaction significant at the .001 level between the method of instruction used and attitudes of learners toward the native language as well as the second language. The factorial analysis of variance has yielded as a significant F-ratio of 92.25 for the interaction. With attitudes held constant, a non-significant F-ratio has been found between the two methods.

On the basis of the data, the following conclusions have been drawn:
1. That science reading comprehension gain (SRCG) has a significant positive correlation with attitude toward Cantonese (ATC) and a significant negative correlation with attitude toward English (ATE) when the method of instruction utilizes native-language translation.

That SRCG has a significant negative correlation with ATC and a significant positive correlation with ATE when the method of instruction utilizes only the second language.

The same relationships hold true whether raw attitude scores (ATC and ATE) or difference scores are used in the statistical analysis.

71. Berney, Tomi Deutsch. The Effects Of Language Choice On the Task Success Of Bilingual Children. Yeshiva University, 1972. 161p. 73-1086.

The study reported attempted to determine the effects of usual language of instruction, experimental language of instruction and grade level on the performance of "bilingual" children on a specific learning task.

The task consisted of a pictorially-presented test based specifically on information contained in four twenty-minute social studies lessons on the flag.

The lessons and the test were presented in either Spanish or English by bilingual teachers to "Spanish-dominated" children at three different grade levels and in two different academic environments. The "experimental" group consisted of children attending a bilingual school who received the majority of their regular instruction in Spanish. The control group, also classified as "Spanish-dominant" were children attending an English-speaking school in the same neighborhood. Experimental data consisted of numbers of correct answers on the 12-item "Flag test." It was hypothesized on the basis of earlier studies that under all conditions children would learn best in their native tongue. This hypothesis was not confirmed, since the highest scores were received by the two second grade groups, one in the experimental school and one in the control school who were taught the test lessons in their regular language of instruction and the poorest performance was among the kindergarteners at the English-speaking (control) school who were taught the test lessons in Spanish. Performance on school-like material appeared to be more strongly affected by regular language of instruction than by native language. The study also failed to confirm the hypothesis that instruction of Spanish dominant children in English will tend to produce a decrement in their control over their native language. These unexpected findings were considered in terms of various explanatory hypotheses, particularly the notion that in this study the children were required to display only receptive language skills, in contrast to most other studies which have required evidene of mastery of productive language skills.

72. Blakey, Evonne F. A Case Study Of the Career Opportunities Program At Northeastern Illinois State University: Center For Inner-City Studies. Northwestern University, 1972. 144p. 72-32,386.

This essay is conceived as a case study of the Career Opportunities Program at Northeastern State University's Center for Inner City Studies.

The Career Opportunities Program, commonly referred to as COP, was promulgated by the U.S. Department of Health, Education and Welfare in 1967. It is a nationwide career development model based on the concept that the public education offered to children of low-income families can be improved in many ways by reaching into the neighborhood to enlist talented, dedicated adults to serve as educational auxiliaries. In the school library, as media specialists, in home-school counseling relationships-they contribute a first hand understanding of a students needs and values. The program particularly seeks to attract men into the classroom and especially Vietnam-era veterans.

The study begins with the presentation of a summary of COP at the national level, as disseminated in the Office of Education publication No. 58043.

The study continues with a review and discussion of the Chicago Board of Education 1969 COP proposal.

Lastly, the essay attempts to isolate and focus upon the administrative and instructive features of COP as it has been put into effect at the Center for Inner City Studies during the last two years (June 1970 - June 1972). In this the writer has a threefold aim:

1.) The primary aim is to present information and salient insights regarding the design of COP and the administrative practices that have been molded to implement it.

2.) The study's secondary aim is to evaluate the operation of the COP project at the Center for Inner City Studies and locate its major strengths and weaknesses.

3.) The last aim of the study is to recommend responses to observed or potential problems that may exist in the program. The recommendations and comments presented in the essay evolve primarily from the writer's observations. Center for Inner City Studies Faculty's evaluation and discussions with the administrators involved.

Hopefully the study will prove to be valuable to: Federal, State, and Municipal educational agencies; education administrators; and COP participants and community residents.

73. Garcia, Augustine. A Study Of the Relationship Between Teacher Perceptions and Bicultural/Bilingual Affective Interaction In the Classroom. The University of New Mexico, 1972. 196p. 73-8367.

Many school districts and teacher education institutions are initiating bicultural/bilingual teacher inservice training programs. Generally, these programs include two kinds of objectives. The first are "orienting" objectives, such as the development of cultural awareness and Spanish proficiency, to be achieved during the instructional period. Secondly, "performance" objectives are those which are assumed to be reached in the classroom, as a result of the achievement of the "orienting" objectives. This assumption has yet to be investigated.

The primary purpose of this study was to determine whether there was a relationship between teacher perceptions of the combined elements of bicultural/bilingual education and bicultural/bilingual affective interaction in the classroom. The study involved teacher perceptions of: 1) cultural differences among children, 2) the value of bicultural/bilingual education, and 3) self adequacy in teaching biculturally - bilingually.

The secondary focus of the study was on change in teacher perceptions of each element of bicultural/bilingual education during a six-week instructional period.

The study was based on Combs model, which states that all teaching behavior is the result of teacher perceptions of: 1) her students; 2) the teaching situation; and 3) self-adequacy in the situation.

The primary null hypotheses for the study were concerned with the relationship between teacher perceptions and 1) indirect teacher influence in English; 2) indirect teacher influence in Spanish; 3) direct teacher influence in English; 4) direct teacher influence in Spanish; 5) student verbal involvement in English; 6) student verbal involvement in Spanish; 7) student nonverbal involvement; and 8) student noninvolvement. The secondary null hypotheses for the study were concerned with changes in teacher perceptions of each element of bicultural/bilingual education during the instructional period.

The design of the study included a primary focus and a secondary focus. In order to investigate the primary focus, two experimental groups were selected from a sample of twenty-one teachers, on the basis of their post-test perception scores. Experimental Group One consisted of eight teachers with the most accurate perceptions, while Experimental Group Two consisted of eight teachers with the least accurate perceptions, as compared with those of a panel of experts. Pre- and post-tests were used to investigate the secondary focus, that of changes in teacher perceptions.

Twenty-one teachers in an inservice training program in Albuquerque, New Mexico in the summer of 1971, and their students, were selected as the sample.

During the six week period, five components were included: 1) cultural awareness; 2) theory of bicultural/bilingual education; 3) bicultural/bilingual teaching competency; 4) Spanish for the classroom; and 5) professional level Spanish.

Perception data were collected at the beginning and at the end of the instructional period, using the Teacher Perception Questionnaire. Interaction data were collected in the classrooms, from November, 1971 to March, 1972, using the Douglas Interaction Analysis.

All but two of the primary null hypotheses were rejected, Hypotheses Five and Seven. All of the secondary null hypotheses were rejected.

It is recommended that the emphasis in teacher inservice training in bicultural/bilingual education be placed on the development of accurate teacher perceptions. It is further recommended that teachers be helped to analyze their own behavior and that of their students, in order to change it, if necessary, to maximize student verbal involvement in English and/or Spanish.

74. Gutierrez, Lorraine P. Attitudes Toward Bilingual Education: A Study Of Parents With Children In Selected Bilingual Programs. The University of New Mexico, 1972. 180p. 72-30,728.

The purpose of this study was to investigate attitudes of parents, whose children were in bilingual programs, toward bilingual education. The study also sought to find if differences existed between income groups in attitudes related to sex, age, mobility, and education.

Two hundred and twenty persons (or 110 pairs of parents) whose children were in bilingual programs in ten schools in the Albuquerque Public School System comprised the sample. They were divided into two socioeconomic groups based on occupation, lower-middle and upper-lower, and subdivided by sex, age, mobility and education. A sixty-three item questionnaire was administered to each pair of parents by a trained Spanish speaking interviewer. The questionnaire was simultaneously given to both parents at their home.

All of the responses were obtained within a two-week period in order to prevent time from being a variable that might have produced differences in attitudes. The t-tests were used to determine whether significant differences existed between the two groups.

The mean scores for the total population were high on most of the statements, indicating an homogeneous positive attitude toward bilingual education. There were few significant differences between socioeconomic groups. Of the other independent variables, age produced the most significant differences. This indicated that those under age 35 were more positive in their attitudes than were the older group. Those under 35 spoke less Spanish with their children but had a more positive attitude toward bilingual education. Amount of education did not seem to alter this attitude significantly. In several instances, however, the amount of mobility significantly affected the response toward certain statements. The lower socioeconomic group reflected stronger attitudes on several statements than the middle socioeconomic group.

This study indicated that parents enthusiastically approved of the ongoing bilingual and bicultural programs to which their children were being exposed. The attitudes of the parents in this sample demonstrated a strong sentiment for becoming or remaining a bilingual - bicultural society. Exposure to bilingual education for both groups produced a highly favorable response.

75. Junge, Barbara J. The Effect Of Bilingualism On Selected Verbal Learning Tasks. University fo Colorado, 1972. 128p. Supervisor: Associate Professor Stanley Ratliff. 72-25,181.

The purpose of the experimental investigation was to determine whether nine to twelve year old Spanish-speaking bilinguals performed better in Spanish or English on free recall and serial recall learning tasks. The subjects were English dominant on a measure of vocabulary in two languages and used non-standard Spanish. The materials in the vocabulary measure and the recall tasks were pictures, and all responses were oral.

In terms of errors and speed, subjects' performances were significantly superior in English, as determined by an analysis of variance of the repeated measures design with subjects a random factor and order, age, sex, language, and trial fixed factors. There were no significant differences associated with sex or age, but order had a significant effect. Having the recall tasks first in Spanish generally favored English performance. It was concluded that bilinguals do better in their dominant language to the extent that a learning task is language dependent.

76. Kalantzis, Constantine P. The Systems Approach To Instruction: English As A Second Language. Boston University School of Education, 1972. 171p. Major Professor: Stuart A. Marshall, Professor of Education. 72-25,444.

Second language learning and teaching has become a keen educational problem in part because language teachers have not been adequately represented among those who conduct research on the nature of language and language learning. For various reasons, language teachers are so concerned with the immediacies of their classes that they do not take the time to scientifically evaluate existing instructional strategies or to develop alternative ones. Consequently, they have become too practical in their profession.

Additionally, many of the language teachers who do engage themselves in research view language as a series of models or patterns to be imitated and memorized to the extent that they become simple habits. They overlook the importance of viewing language as a form of human behavior. As a result, they do not include in their language programs any socio-psychological dimensions, such as acculturation, appropriate attitudinal orientation, and individual or family personality dispositions. When such socio-psychological aspects are not included in the curriculum, language learning and teaching efficiency is hindered considerably.

In the United States of America, primarily because of the unprecedented peaceful immigrational and in migrational influx, the teaching of English as a Second Language can be considered not only a problem for classroom instructors but also for school administrators charged with over-seeing the curriculum of a school.

The function of theis study was to specify by verbal and figurative representation the nature of an integrative instructional model for teaching English as a Second Language based on the systems approach to instruction. Is is an integrative model because it attempts, in its operationalization, to unify and make effective use of the various socio-psychological aspects of language learning as well as of the various pedagogical and linguistic ones.

The Practical applicability and effectiveness of this instructional model were tested at the English Language Center, a Boston public school where English as a Second Language is taught. In order to test the statistical hypothesis that a learner's performance could be facilitated by this model, three experimental groups were set up and taught according to the specifications of the instructional model.

At the end of the five-week period, the learning outcomes of the three experimental groups were compared to those of three control groups. These groups were taught by the Direct Method. The particular area that the instructional model aimed to facilitate was oral production and comprehension. More specificially, emphasis was on pronunciation, vocabulary, and grammar.

A statistical analysis of objective post-tests and of a five-point scale scored interview indicated that the differences in the means of the experimental and control groups were educationally substantial and statistically

significant. As a result, the research hypothesis was accepted at the .05 confidence level.

77. Lemus-Serrano, Francisco. Mother-Tongue Acquisition and Its Implications For the Learning Of A Second Language. Claremont Graduate School, 1972. 115p. Chairman: Professor John O. Regan. 72-30,543.

The position of this investigation is that a bilingual's second language ability is in a sense a second identity. Thus the problems associated with an individual's acquisition of the first language and the learning of the second are infinitely complex and not merely the addition of a second communication system to an otherwise unchanged individual.

This study attempts to show, first, that there are implications in the development of the native speech for the learning of a second language. Second, the study holds that acquiring the first language and learning a second are two different processes. Third, it shows that the two preceding processes, when interrelated, can result in a more efficient program of second language instruction in the schools of the United States.

Chapter I views language as a signal of identity for the speakers of that language, and thus a determinant of personality and of group boundaries.

Chapter II traces the stages which integrate the process of language acquisition, ranging from the initial manifestations of sounds in the child to the more complex levels of word formation, syntatic arrangements, and semantic development. This research includes references to the works of Jespersen, McCarthy, Watts, Miller, Brown, Bellugi, Fraser, Chomsky, McNeill, Slobin, Skinner, Deese, and Eisler, et al.

The theories advanced in the explanation of the genesis of human speech are discussed in Chapter III with primary interest and in the concept of innateness, of behaviorism and of context. These three general concepts are related to the question of language interference, defined in this study as the dominance of one language upon another. Language interference is studied specifically in its phonological, morphological, syntatic and semantic forms.

The scope of this study imposes the need for selecting three major concepts about the origin of speech: the Chomskian theory of innate capacity for language, the Skinnerian behevioristic stand, and the view held by Campbell and Wales, along with others, of the role of context as a factor for language development.

Chapters IV and V explore the notion of interference as the first major implication of this study; that is, that both teacher and learner must be aware of the need for a "retroactive inhibiting action" on language habits and for the forward action of transferring the knowledge of the first language to the whole system of phonology, morphology, syntax and semantics of the second language.

The second implications posits that there is a difference between acquiring the mother-tongue and learning a second language.

Other implications affect the methodology commonly employed at the present time in the teaching of a second language. These implications indicate the inadequacy of each method, and suggests an eclectic approach.

This study implies also that teacher-training programs must seek ways for sensitizing teachers, focusing attention on language as a signal of pupil identity. Teachers must become aware of the psychological experiences of the learner as he attempts to transfer his knowledge of the mother-tongue into the second language.

When the implications of this study are incorporated into the second language curriculum, there will be optimum results in the teaching of English as a second language and in the teaching of other tongues as second languages in American schools.

78. Lindfors, Judith W. Two Approaches To the Evaluation Of Early Childhood Oral English Programs For Children Whose First Language Is Not English. The University of Texas at Austin, 1972. 297p. Supervisor: Thomas D. Horn. 73-7596.

Existing early childhood oral English programs for children whose native language is not English, are many and various. Most such programs state or imply a similar pair of goals: (1) that the child learn to communicate in English, and (2) that the child learn how to learn in English. However, they express no comparable agreement in their basic assumptions or in their teaching strategies. Faced with the task of selecting an early childhood oral English program for students whose first language is not English, how is the educator to choose one program from the array, all of which are built on different assumptions and employ different teaching strategies, while purporting to be working toward virtually the same goals?

The dissertation provides some guidance for the evaluation of early childhood oral English programs, for their initial selection for trial. Two evaluation approaches are discussed and an example of the application of each is provided. The first approach, in which the evaluator examines a program in the light of his own intuitive, pragmatic criteria is discussed, and an example of its application provided in an in-depth review of the Michigan Oral Language Series (ACTFL Edition, Michigan Department of Education). The second approach, in which the evaluator examines a program in terms of an explicit, previously established set of evaluation criteria, is also discussed, and applied in a review of the Oral Language Development Bilingual Educational Program (Southwest Educational Development Laboratory, Austin, Texas). The criteria used in the second evaluation approach are established by first providing a basic set of theoretical assumptions (taken from linguistics, psychology, pedagogy), and then deriving from them a set of general teaching

strategies, which are subsequently rephrased as questions to be asked of the techniques employed by particular programs. Finally, the merits of each evaluation approach are considered, and suggestions are made for further refining the evaluation criteria used in the second approach.

79. Martinez, Gilbert T. Predicted Educational Achievement Management Model For Bilingual Bicultural Education Using A Goal Synthesis Process. University of Southern California, 1972. 214p. Chairman: Professor Dawson. 72-21,685.

School districts in California which have bilingual-bicultural programs funded through the U.S.Office of Education vary greatly in curriculum and management of their programs. All this divergence means that summative evaluations cannot be equated, so there is no recognized "best fit" for these programs. Therefore, this dissertation was designed to identify, synthesize, analyze, and rank goal statements from 44 Title VII bilingual-bicultural projects, and to design a management model that could be used to implement those goals and matching objectives. The major source of data was responses to a questionnaire consisting of 37 goal statements that were synthesized from 379 original goal statements written in the 44 Title VII bilingual-bicultural projects in California. These questionnaires were sent to 44 Title VII project directors, and to 1,200 parents in various school districts in California. (The goal statements were placed in four categories: learner-instruction, staff development, community involvement and curriculum development.) Another source of data was research conducted in system analysis and management research in the fields of education and business.

The following are representative findings of the study: The five most important goals in rank order were numbered 3, 36, 8, 5, and 37 on the questionnaire. These goals, in rank order, were (3) To assure that in all curriculum areas students will gain the knowledge and skills necessary for success in school and society. (36) To stimulate interest in bilingual education by directly involving members of the community in the instructional program. (8) To produce an educational program which will serve the English speaker and the second language speaker equally well. (5) To develop in all students whose dominant language is other than English, full bilingual fluency. (37) To raise the aspirational levels which parents have for their children by showing the parents their children are capable of scholastic success. The findings suggest a need for a model or system of curriculum-program development, using both parents and educators to plan and manage the new program.

It is recommended that (1) the first, second, and third ranked goals of this study be used for the present and any future bilingual-bicultural programs in California; (2) curriculum planning be designed and implemented by bilingual-bicultural personnel, organized by the "Predicted Educational Management Achievement Model for Bilingual Bicultural Education"; (3) objectives of bilingual-bicultural education center around three components: mastery, skill, and literacy of two languages, one of which must be English, at least the

fifth grade level of competency; satisfactory learning in all subjects with bilingual literacy in each; personal and social development adjunct with learning styles acceptable to the family and the school; students with different ethnic background be integrated into bilingual-bicultural programs; (5) community bilingual-bicultural teacher assistants reinforce the learning environment, becoming part of the teaching team; (6) the systematic identification and ranking of discrepancies between what is and what should be, be implemented by school districts using the management model as a system for achieving predicted successes; (7) the development of an entire curriculum based upon the culture of the students be immediately implemented; and (8) new strategies in preparing teachers to teach in a bilingual-bicultural setting be implemented immediately by second language training, much more training and experience in socioculture education, training in anthropology and psychology, retraining of teachers in the field, and reshaping class biases to include the positive aspects of all social classes.

80. Nevarez, Miguel Angel. A Comparison Of Three Methods Of Oral Presentation Of Science Activities To Fourth Grade Spanish-Speaking Children. New York University, 1972. 200p. 72-26,608.

The aim of this study was to determine, among three methods of oral presentation, the one most effective in teaching a selected sequence of activities from the Conceptually Oriented Program in Elementary Science to Spanish-speaking fourth grade children with respect to their achievement. The three methods of oral presentation were: (1) an entire English presentation; (2) an entire Spanish presentation; and (3) a bilingual presentation. The English and Spanish oral presentations were the methods whereby the teacher used one language-English or Spanish-as the language of oral instruction. The bilingual presentation was the simultaneous use of both languages-English and Spanish-as the oral medium of instruction.

The investigation was conducted in South Texas in two elementary schools which were located in a low socioeconomic area that had a population of over 99 per cent Spanish-speaking people. Fifty-two children in a high ability and in a low-ability class, were in each of the three instructional groups, thus giving a total of 156 children in six classes. The instructional groups were matched on IQ and on the results of a bilingual dominance test. Only children who scored within a range termed "bilingual" were considered in this investigation. The content of the science sequence activities were the same for the groups. The independent variable was the teacher's oral presentation. The criterion variable was the children's achievement on predetermined concepts and skills as measured by a pretest-posttest. All teaching was done by the investigator.

Three null hypotheses, each of which dealt with a comparison of two of the methods of oral presentation, were analyzed with respect to children in the total sample, high ability sample, and low ability sample. The criterion for rejecting the null hypotheses was the .05 level of significance.

Based on the findings of this study the following conclusions appear to

be justified:

1) Children taught science by the simultaneous use of English and Spanish as the medium of oral presentation achieve more than those taught exclusively in English.

2) Children taught science by the simultaneous use of English and Spanish as the medium of oral presentation achieve more than those taught exclusively in Spanish.

3) Children taught science exclusively in Spanish as the medium of oral presentation achieve more than those taught exclusively in English.

4) There is no difference in achievement between children in the high ability and low ability tracks. In addition, there is no significant interaction effect between the ability tracks used here and methods of oral presentation.

Based on the findings and conclusions of this study the following recommendations are submitted for consideration:

1) Spanish-speaking children similar to those "bilinguals" in this study should be taught by an oral presentation which comprises usage of both the Spanish and the English languages. Freedom of language utilization should be given to the children in class communication.

2) An elementary science program for Spanish-speaking children would appear to be enhanced by opportunities to handle materials and learn by doing rather than being solely dependent upon learning by reading. With this in mind, the COPES program and similarly inquiry-oriented programs are recommended.

81. Puthoff, Faye T. The Development Of Norms For Bilingual First-, Second-, and Third-Grade Children's Responses To the Hand Test and Peabody Picture Vocabulary Test. The University of Oklahoma, 1972. 68p. Major Professor: Omer J. Rupiper. 72-19,751.

An extensive literature research indicated that further study of the Hand Test was needed. This study was designed to determine whether or not relationship existed between raw scores on the Peabody Picture Vocabulary Test and responses on the Hand Test. The study was also conducted to provide norms for bilingual elementary school children.

All of the 312 subjects selected for the study were bilingual. The subjects were rural first, second, and third grade children and comprised the total population of the primary grades in three elementary schools located in a cotton farming area of West Texas.

For the study, the subjects were separated into male and female groups at each of the three grade levels. An item analysis of each subject's responses was made. The PATH scores on the Hand Test was used in determining the relationship between raw scores on the Peabody Picture Vocabulary Test and the Hand Test. Spearman's rank-order correlation was used to test for significant correlations. Medians and quartile points were calculated for each scoring category in each group.

Implications for further study and research included suggestions for the development of more representative norms for the Hand Test. Additional

study should include research on qualitative responses.

82. Romatowski, Jane A. A Psycholinguistic Description Of Miscues Generated By Selected Bilingual Subjects During the Oral Reading Of Instructional Reading Material As Presented In Polish Readers and In English Basal Readers. Wayne State University, 1972. 201p. Adviser: Helen T. Suchara. 73-,2,586.

This study was designed to examine and describe the oral reading performances of three bilingual subjects. Each subject read one English story and one Polish story in its entirety and without interruption. The post-reading tasks consisted of re-telling the story in the subject's own words. The investigative tool used in analyzing the miscues was The Goodman Taxonomy of Reading Miscues. Prepared guidelines for each story outlining characters, character development, plot, theme, events, subtleties, and setting were used to examine the re-tellings.

The subjects in this study represented a variety of backgrounds, including: length of residency in the United States (1 1/4 to 3 years); the number of years of school attendance in Poland (0 to 4 years); and attendance in Polish language classes outside of regular school attendance in the United States (two attended; one did not). All subjects were similar in several respects. In grade placement, all were fifth graders. Polish was the home language but English was the medium of instruction in school for all subjects. All subjects read the same sixth-grade level story in English and the same fifth-grade level story in Polish.

The purposes of the research were to examine and describe the miscues generated by the subjects in both stories from a quantitative and qualitative point of view. Particular attention was given to miscues that represented the influence of the other language phonologically, syntactically, and semantically. Miscues were analyzed for their relationship to comprehension and to comprehending behavior. Further, the research also intended to add supportive data from a bilingual perspective to the growing body of research in miscue analysis.

This study was based on a psycholinguistic view of the reading process in which thought and language interact. The reader deals with the encoded message of the writer by bringing to bear on the task the three systems of language, grapnophonic, syntatic and semantic. Using these systems he samples, anticipates, predicts and confirms his hypotheses about the structures, and the meaning he expects to find in the graphic array before him.

Among the conclusions in this study, were the following:

1. The Goodman Taxonomy of Reading Miscues was effective in dealing with the miscues generated during the reading of the Polish story. Only slight modification was necessary to accommodate a linguistic feature of Polish or to account for a type of miscue resulting from the subject's bilingual background.

2. Other-language influence was most pronounced in the reading of

the English story. Phonemic level involvement was more typical of the subject who was the newest arrival to the United States. However, the syntatic influence of Polish was evident in the readings of the English story by all the subjects as well as in their re-tellings. Deletions of determiners when reading and speaking and deviations from English word order in the re-telling were occasionally noted.

3. Subjects tended to leave uncorrected those miscues which were syntactically and semantically acceptable. This occurred more frequently in the reading of the English story.

4 In each story subjects tended to correct those miscues which were either totally unacceptable or only partially acceptable syntactically and semantically. Such corrections indicated good use of syntactic and semantic cueing systems.

5. Predictability was a factor in dealing with the syntactic and semantic organization of sentences. The Polish story with its occasional use of unfamiliar, regionally-oriented words, and its occasional use of regional speech with irregular inflectional endings, provided a less predictable reading environment than the English story.

6 The subjects whose residency in the United States had been the longest tended to omit and insert words more often than the subject with the shortest length of residency. Redundant items were most often involved in the omissions while insertions tended to change constructions, making them more akin to natural speech. Such selective use of omissions and insertions indicated flexibility in dealing with the English language.

7. The prepared guidelines for each story were useful instruments in analyzing the typescripts of the re-tellings. Such analysis led to a re-telling score for each subject and each story and served as an indicator of comprehension.

8. The quantity of miscues generated was not related to comprehension. The subject generating the largest amount of miscues in the reading of the Polish story had the highest re-telling score. By contrast, the subject generating the least amount of miscues had the lowest re-telling score.

9. The inflectional suffix was the most involved bound morpheme in Polish and English. However, such miscues were rarely critical to deriving meaning from the stories.

10. There was very little activity at the phrase and clause levels for the Polish story. This was indicative of conservative processing of the text. The phrase level involvement for the English story consisted of phrase substitutions and phrase omissions.

The conclusions drawn have implications for teachers of reading, teacher educators, and teachers in content areas where reading is an integral part of learning. Further, they indicate the need for authors and publishers who prepare instructional reading materials, and for testers who design reading tests to re-assess the theoretical bases reflected in their materials.

83. Sanders, Pauline M. The Relationship Of Culturally-Related Variables To the Reading Achievement Of Nonreservation Cherokee Indian Pupils. University of Arkansas. 1972. 162p. Major Professor: Dr. Larry J. Greathouse. 72-29,692.

The general purpose of this study was to determine if there is any difference, beyond the contribution of general ability or intelligence, between the reading achievement of a Traditional and a Non-Traditional group of Cherokee Indian pupils.

The subjects of this five-year, historical study were fifty-six Cherokee Indian pupils chosen from seven dependent elementary schools in Adair County, Oklahoma, which have predominately Cherokee Indian enrollments. The subjects' present and past teachers dichotomized them into a Traditional and a Non-Traditional group by using the classification instrument in Appendix A, which contains a list of twenty-five culturally-related variables. Teachers were also asked to indicate whether each subject could speak English when he started to school. Traditional pupils possess more culturally-related variables than do Non-Traditional pupils.

Other data used in the study were scores obtained from the Cattell Culture Fair Intelligence Test and reading scores from the Stanford Achievement Tests for the past five years.

The data were processed by the IBM 360/50 Computing System.

Following are the major findings of this study.

1. Means of grade equivalent scores on all reading subtests were consistently higher each year for Non-Traditional than for Traditional pupils. In an analysis of covariance where I.Q. was entered as the covariable, the adjusted means on reading achievement subtests were higher each year for Non-Traditional than for Traditional pupils.

2. Traditional pupils tended to regress faster from their grade level as they progressed through the elementary school than did Non-Traditional pupils.

3. The percentage of pupils retained in first grade was greater for the Traditional than for the Non-Traditional group.

4. Cherokee Indian children who could not speak English when they started to school did not read as well at the end of the first grade as those who could speak English.

5. Cherokee Indian pupils achieved better in Spelling than in the other reading subtests considered.

6 The percentage of pupils who could not speak English when they started to school was greater for the Traditional than for the Non-Traditional group.

Some of the pertinent recommendations were the following:

1. Educators should have special training for working with Cherokee Indian students in order to be able to understand their cultural values and how they affect pupils' behavior and learning patterns.

2. Educational institutions serving Cherokee Indian students should make full use of the Bilingual Education Act.

3. Parent education should be considered a vital part in the education of the Cherokee Indian child.

4. Kindergarten should become an accepted fact for all Cherokee Indian children.

5. Cherokee Indian students should be taught the important highlights of their culture and history.

6. Further research and experimentation are needed in order to determine the best approach to reading instruction for the bilingual Cherokee Indian child. Numerous authorities maintain that the Cherokee child should receive instruction simultaneously in his native language and in English until such time as he can proceed in his academic language of English; learning should not be put off until English is completely mastered. Facility in the English language should not be expected at the expense of the Cherokee language; the Cherokee language should not be replaced.

7. A strong attempt should be made to raise the socioeconomic status of Cherokee Indian families in order that school achievement, on the average, will rise accordingly.

8. There should be more participation in and control of Indian education by Indians.

9. Long-range plans should call for more bilingual teachers in schools that have a high percentage of Cherokee Indian enrollment.

10. More culturally-oriented, culturally pluralistic, and accurate instructional materials should be developed.

84. Serrano, Rodolfo G. Sociocultural Influences On the Development Of Mexican American Language Styles. The University of Arizona, 1972. 125p. Director: John H. Chilcott. 72-30,380.

It was the purpose of this study to develop a model for language-style identification. It was hypothesized that by the application of well defined criteria that would insure its operational characteristics, the model would achieve wide applicability with different languages.

The literature did not reveal any considerable number of investigations on language-style identification. Those investigations that indicated any probing into language styles did not show any indications of being reproducible. The literature did not show any evidence of Mexican American subjects being used in any language-style identification investigations.

A language styles identification model was described following established criteria that would insure reproducibility of results. Twenty-two Mexican American subjects were selected to take part in the study, and all subjects were interviewed on several occasions. On the last interviewing session a photograph was used to elicit a conversation. The entire interview was then transcribed and eighteen language elements were used as identifying characteristics of the subjects' language style.

These language elements were subjected to a computerized factor analysis which yielded five factor loadings. The subjects were then identified on the basis of these factors. Using the Guttman scaling technique, four groups were identified as having language styles.

Language oriented sociocultural influences were investigated with the use of the Fisher Exact Probability Test. Sociocultural influences were then related to the language styles of the identified groups.

The results of this study can be summarized by the following statements:

1. An operational language-styles identification model was described.
2. Language elements from a photograph elicited conversation can be used as variables with this model.
3. Language-styles can be identified through the use of this model.
4. Sociocultural influences that affect language styles can be identified using statistical techniques like the Fisher Exact Probability Test.

On the basis of this study, the following conclusions were made:

1. Language patterns of ninth-grade Mexican American students living in the barrio are modified in the process of growing up in a Mexican American community.
2. The acquisition of Pocho and Pachuco vocabulary by ninth-grade Mexican American males is learned from the older male members of the community
3. Ninth-grade Mexican American males are influenced to learn Pocho and Pachuco by their Mexican American peer group.
4. Mexican American girls know less Pocho and Pachuco vocabulary than boys, and girls apparently speak better Spanish than boys.
5. Knowledge of Mexican American boys' and girls' understanding of the grammatical structure of English, their expression ideas, their degree of bilingualism, the extent of their English vocabulary and their command of Spanish can help the educator in better understanding the language-based education problems of the Mexican American student.

85. Vloutidis, Nicholas E. Some Effects Of Bilingualism Upon Intelligence and Reading Test Performance Of American-Born Children: A Comparative Study. University of Delaware, 1972. 84p. 72-20,537.

The purpose of this study was (a) to investigate some effects of bilingualism upon intelligence test and reading test performance of American-born children of different language groups, and (b) if such effects exist, to analyze and compare them by school grades and language groups. A sample of 160 children of Greek, Italian, Polish, and American parentage was randomly selected from a population of private and public schools in Wilmington, Delaware.

All the subjects were administered (a) the California Short-Form Test of Mental Maturity (levels 1, 2, 3); (b) the Comprehensive Test of Basic Skills (sections: reading vocabulary and reading comprehension); and (c) the Hoffman Bilingual Schedule to measure the extent of the subjects' bilingual background or environment.

Eleven null hypotheses were tested to determine (a) the mean difference in total I.Q. (language and non-language I.Q.) between monolingual and bilingual subjects; (b) the mean difference in total reading test performance (reading vocabulary and reading comprehension) between monolingual and bilingual subjects; (c) the relationship among the subjects' bilingual, language, and non-language I.Q. scores; and (d) the significance of main

and interaction effects for bilingualism, total I.Q., and language groups upon total reading performance. Coefficients of correlation, t tests, and analyses of variance were used to test the hypotheses stated.

The following findings were obtained:

1. There was a statistically significant correlation between bilingual and language I.Q. scores for (a) third grade Greeks; (b) fourth grade Italians; (c) third and fourth grade Italians combined; and (d) seventh and eighth grade American subjects combined.

2. There was a significant mean difference in total reading scores between fourth grade monolingual and bilingual subjects.

3. There was a significant main effect for total I.Q. upon reading test performance of third, fourth, and seventh and eighth grade subjects.

4. There was no significant mean difference in total I.Q. scores between monolingual and bilingual subjects of language groups at four school grades combined.

5. There was no significant mean difference in total I.Q. scores between monolingual and bilingual third, fourth, and seventh and eighth grade subjects.

6 There was no significant correlation between bilingual and language I.Q. scores obtained by subjects of language groups and school grades combined.

7. There was no significant correlation between bilingual and non-language I.Q. scores obtained by subjects of language groups and school grades combined.

8. There was no significant correltaion between bilingual and non-language I.Q. scores obtained by subjects of language groups at four school grades.

9. There was no significant mean difference in total reading scores between third, and seventh and eighth grade monolingual and bilingual subjects.

The conclusions stemming from the findings were presented and the implications for teaching foreign languages and for further research were stated.

86. Weffer, Rafaela del Carmen E. Effects Of First Language Instruction In Academic and Psychological Development Of Bilingual Children. Illinois Institute of Technology, 1972. 88p. Adviser: Dr. Irving J. Millstein. 73-12,204

The Bilingual Education Act, signed in January, 1968, directs American schools to a new bold course of action towards bilingual bicultural education This was the response of the American educational system to the challenge of the educational needs of the Spanish-speaking children in the Nation. Their special educational needs require explicit cognizance of their bilinguality, and different socio-cultural values. The present monolingual educational system has not fulfilled their educational needs. One indicator of this is the national high percentage of school dropouts among the Spanish speaking populations.

The purpose of this study was to assess the impact of bilingual education on the academic performance of first graders of Spanish-speaking background, and to explore empathy in teachers and teacher aides as a dimension in the bilingual program.

Selected for study were eleven school districts involved in bilingual programs in cities throughout the State of Illinois. Three of these eleven school districts had generally greater concentrations of Spanish-speaking children. These three consequently yielded experimental and comparison groups. The other eight school districts had only experimental groups.

The bilingual program consisted in teaching Spanish-speaking children subject matter in Spanish. The subjects taught in the first grade were: mathematics, and language arts in both English and Spanish. This teaching took place daily for two and a half hours. Teachers in the program were bilingual and bicultural. The remainder of the day the children were in the regular classes with English-speaking or Anglo children and monolingual (English) teachers.

The Spanish-speaking children in the comparison group received all instruction through the medium of English language. The teachers were monolingual (English).

Spanish-speaking children in the eleven districts were given the Test of Basic Experience (TOBE) in mathematics and language in a pre-post test sequence. The children were tested with an innovative method "bilingual testing" where English and Spanish were alternated in every other item. This procedure had the potential of providing a positive experience of success to all children who are dominant in either language.

The data of the experimental-comparison groups was subjected to analysis of covariance. The differences between the two groups in Spanish language and Spanish mathematics were significant at the .05 level in support of the experimental group. The achievement in English language and English mathematics were the same for both groups.

The results of empathy in teachers and teacher aides showed a significant difference between the two groups. A difference in empathy between teachers of different ethnic background was observed.

The results obtained from the data underline the positive impact of bilingual education in Spanish-speaking children. The children in the bilingual program achieved in English language and English mathematics at the same rate as children in the comparison group. The results highlighted the significantly higher achievement that children had in Spanish mathematics and Spanish language while the bilingual counterparts in the comparison group lost fluency in Spanish.

87. Williamson, Judy R.W. A Study Of Three Motivational Techniques For Creative Writing. The University of Texas at Austin, 1972. 109p. Supervisor: Clyde Inez Martin. 73-537.

The research study was a two-way -three level analysis of variance of the subjective ratings of five raters to determine if the quality of creative

writing could be improved in thirty white third grade children and thirty black third grade children by demanding an instant response to a topic, by providing a time for reflective thinking about a topic with manipulative toys appropriate to the topic, or by providing a time for participating in an art activity relating to the topic. The study also determined if there were racial differences in the quality of creative writing samples as defined by the criterion measure developed for this study. The results of the analysis between treatment were .0659 which was not significant at the .05 level. The results of the analysis between races were .0750 which was not significant at the .05 level. There is sufficient evidence to warrant conducting a similar investigation with a larger sample of children.

88. Willink, Elizabeth W. A Comparison Of Two Methods Of Teaching English To Navajo Children. University of Arizona, 1968. 232p. Director: Ruth M. Strang 68-14,910.

The central problem in the education of Navajos is the teaching and learning of English. The traditional approach to the solution of this problem was, in Federal schools, an experiential, vocabulary centered approach. The traditional method implicitly assumed that not only concepts, vocabulary, and specific sentences, but also the structure of English would best be learned by providing first-hand experiences through which assumedly concepts were being formed and by sebsequent teaching of vocabulary in specific sentences appropriate to those experiences.

A different method was experimentally used at Shiprock, New Mexico, from 1960 through 1965, and at Rock Point, Arizona, from 1964 on. The experimental method differed from the traditional method in its assumptions about the mental processes involved in concept formation, about the nature of language and its role in conceptual development, and about second language learning. It is referred to in this study as TESL, for Teaching English as the Second Language. TESL implicitly assumed that language plays an extremely important formative role in the development of concepts. It explicitly assumed that structure is essential to language and language learning, that a second language is most efficiently learned when its structure is learned as early as possible in the total process of learning that language, and that interference by the learner's first culture and language in learning his second language will occur under all but the most exceptional conditions. The method implicitly assumed that not only English structure and vocabulary, but also the concepts that they express, are more efficiently learned under the TESL method than under direct methods, such as the traditional method.

The first part of this study attempted to assess the two methods as to their theoretical merits. The second part attempted to determine whether the two experiments with TESL had had a measurable effect

on general academic achievement and on achievement in English.

In order to measure the effect on general academic achievement average second and third grade scores on the Stanford Achievement Test from Shiprock were compared with the same scores from comparison schools. Also, average second, third, and fourth grade scores on the same test from Rock Point were compared with the norm for all the schools in the Agency to which Rock Point belongs.

There was no statistically significant difference in general academic achievement, as measured between the Shiprock and the comparison schools. General academic achievement at Rock Point, as measured, rose in relation to the Agency norm. TESL had quite probably contributed to this rise.

In order to measure the effect of TESL on achievement in English, the Basic English Test for Navajos was constructed. This test measures specifically basic English syntactical structure that is experientially and predictably (from a comparison of English and Navajo) known to be especially difficult for Navajos. The mean of the third grade scores from Rock Point was compared with the mean of a comparison group of third graders. The Rock Point mean was significantly higher than the mean of the comparison group, at the one per cent level of confidence. It is assumed that TESL had had a favorable effect on achievement in English.

It is expected that under continued instruction by the TESL method general academic achievement on standardized tests will improve and that such improvement will increase if the theoretical requirements for optimal implementation of the method will be more nearly fulfilled than was the case at the experimental schools.

89. Zirkel, Perry Alan. An Evaluation of the Effectiveness Of Selected Experimental Bilingual Education Programs In Connecticut. The University of Connecticut, 1972. 175p. 72-32,267.

The purpose of this study was to assess the effectiveness of the experimental bilingual programs initiated in 1970-71 in the Connecticut cities of Bridgeport, Hartford, New Britain, and New London with respect to selected pupil and parent outcomes. The selected pupil outcomes were general academic abilities in Spanish and English and self-concept. The selected parent outcomes were involvement, attitudes, and awareness of the school program.

The subjects of the study were economically disadvantaged Puerto Rican pupils in the primary grades in the four cities. Three experimental models of instruction were identified: one bilingual in Bridgeport and Hartford and two quasi-bilingual in New Britain and New London, respectively. A pre-post control-group design, employing analysis of covariance, was used to analyze the effectiveness of each experimental model with respect to the selected pupil outcomes at Levels I (grade 1) and II (grades 2-3). Pre-test and I.Q. were used as control variables to statistically equate

the three pairs of experimental and control groups at each level. In order to assess the effectiveness of the bilingual model with regard to parent outcomes, appropriate descriptive and inferential statistics were used to summarize and analyze the results of selected items of an end-of-the-year interview that was conducted with a random sample of the parents of the experimental and control groups in Bridgeport and Hartford.

The following instruments were utilized in the study: the Goodenough-Harris Draw-A-Man Test, the Inter-American Test of General Ability, the Inferred Self-Concept Scale, and the Zirkel-Greene Home Interview Schedule.

The analysis of the student outcomes in Bridgeport and Hartford generally favored the bilingual model of instruction. The differences between the experimental and control groups were statistically significant with respect to self-concept at Level I and academic abilities in both Spanish and English at Level II, favoring the bilingual model in each case. The somewhat differential findings with respect to academic abilities may have been due to differences in teacher qualifications between the two levels. The somewhat differential findings with respect to self-concept may have been attributable to a possible intervening instrument factor and to the differing relationships of the home and school environments.

Analysis of the interview results showed that parents of pupils in the bilingual model of instruction were more informed, interested, involved, and in favor of the school program at the end of the school year than were the parents of the control group children. These differences were definitely significant in one of these four criterion categories and possibly significant in the other two in the light of relevant pre-existing differences found between the two parent groups.

Analyses of the quasi-bilingual models in New Britain and New London revealed slight and not significant differences between the experimental and control groups in each city with respect to the selected student outcomes. In the New Britain program, where a minor amount of subject matter instruction in the native language was provided by teacher aides, the control group slightly surpassed the experimental group with respect to all three dependent variables, the greatest margin was found for self-concept. These findings were attributed to the secondary status accorded bilingual instruction in terms of time distribution and staffing pattern.

In the New London program, where formal instruction through the native language was limited to "pull-out" periods with bilingual resource teachers, the experimental group generally, but not significantly, surpassed the control group with respect to the three dependant variables at each level. The lack of significantly positive results was attributed to the limited time and articulation of the bilingual pull-out periods and the limited role and resources of the bilingual resource teachers in relation to the regular program. The need for greater commitment and coordination was evident.

90. Cohen, Andrew David. Innovative Education For La Raza: A Socio-Linguistic Assessment Of A Bilingual Education Program In California. Stanford University, 1973. 349p. 73-14,880.

The proliferation of bilingual education programs has prompted sociolinguists to call attention to the lack of investigations of existing language situations as part of program planning. Sociolinguists have also pointed out that there should be systematic study of the effect of bilingual schooling upon the language behavior of the children involved.

The Redwood City School District, thirty miles south of San Francisco, began a bilingual program in the fall of 1969, under the auspices of the ESEA Bilingual Education Program, Title VII. The author of this study was appointed Internal Evaluator of the program shortly after it began. The study examined a series of research issues related to bilingual education, such as the effects of bilingual schooling upon Mexican American students' native and second language learning, upon their language use patterns, upon their performance in a nonlanguage subject matter such as mathematics, upon their academic aptitude, upon their attitudes toward the Mexican and Anglo cultures, and upon their attitudes toward school. The study also looked at the effect on parental language attitudes of having their children in a bilingual program.

The sample for the study consisted of 90 Mexican American children and the 70 sets of parents of these children. 45 Mexican Americans, as well as 23 Anglos not in this study, received bilingual schooling at the Garfield School in Redwood City, while 45 Mexican American children received conventional English-only schooling at a nearby school. The students spanned three grade levels, with roughly 15 at each grade level at each school. The students were designated by groups--Pilot, Follow Up I, and Follow Up II--so as to emphasize the number of years of schooling they received while in the Bilingual or Comparison group, rather than the grade in which they started or ended.

All three groups at the Bilingual Project received instruction in math, science, and social studies, both through their vernacular, Spanish, and through their second language, English. The techniques of bilingual instruction varied from grade level to grade level and from year to year.

The instruments in the study included both measures of performance, such as tests of listening, speaking, reading, and writing skills in Spanish and English, and a language use observation instrument, as well as self-report of language use and report by others, parental report of family language proficiency and language use patterns, and measures of language attitudes. Students were also given tests of math and of academic aptitude, and a cross-cultural inventory. The instruments were administered for the most part on a pre-posttest basis over a two-year period. The pretesting took place in the fall and winter of 1970 and the posttesting was conducted

in the spring of 1972. The bulk of the testing and interviewing was conducted by a team of Mexican American undergraduates from Stanford University.

Although it was too early to assess the ultimate effects of bilingual schooling in Redwood City, the early indications were that bilingual education in this Mexican American community in California was a viable, significant innovation. Analysis of covariance revealed that Mexican American youngsters were becoming literate in both Spanish and English, that they were using their Spanish without shame and more frequently than were their peers in the Comparison group, that their performance in the academic subjects was as good as or better than that of comparison youngsters in an English-only program, and that they felt better about being Mexican American and about their school experience than comparison students. Furthermore, the successful experiences of the children had a positive effect upon their parents. The parents themselves gained greater conviction that there was an important place for the knowledge of Spanish in an increasingly multilingual society.

It was recommended that the research in Redwood City be continued so as to find answers to the various research questions at regular intervals. On the basis of the preliminary, but encouraging, results of research in Redwood City, it was recommended that bilingual programs be initiated or continued elsewhere and that systematic evaluation be conducted, hopefully drawing on the research techniques described and implemented in this study.

91. Covey, Donald David. An Analytical Study Of Secondary Freshmen Bilingual Education and Its Effect On Academic Achievement and Attitude Of Mexican American Students. Arizona State University, 1973. 204p. Chairman: Raymond Wochner. 73-5305.

The purpose of this study was to determine whether: (1) the cognitive achievement in the academic disciplines of English (correctness and appropriateness of expression); Mathematics (ability to do quantitative thinking); and the area of Reading (literal and inferential) by ninth grade Mexican American students enrolled in a bilingual program, was significantly different from ninth grade Mexican American students enrolled in a regular school program; and (2) attitudes toward self, school, peers, and teachers were significantly different for ninth grade Mexican American students enrolled in a bilingual program than for ninth grade Mexican American students enrolled in a regular school program.

There are no statistically significant differences in academic achievement for the discipline of English (correctness and appropriateness of expression); Mathematics (ability to do quantitative thinking); and the area of Reading (literal and inferential) between Mexican American students enrolled in a bilingual program and Mexican American students enrolled in a regular program.

There are no statistically significant differences in attitudes toward self, school, peers, and teachers between Mexican American students en-

rolled in a bilingual program and Mexican American students enrolled in a regular program.

The sample population for this study was a randomly selected group of 200 qualified ninth grade Mexican American students representing a population of 379 Mexican American students who met at least one of the following criteria: (1) demonstrated a limited ability to speak the English language; (2) came from a bilingual home environment; (3) manifested a reading deficiency; and (4) possessed a deficienty in English and mathematics. Students were attending Phoenix Union High School, Phoenix, Arizona, during school year 1970-71.

The Iowa Test of Educational Development, Test 3, "Correctness and appropriateness of Expression" and Test 4, "Ability to Do Quantitative Thinking" was used to measure achievement for the disciplines of English and mathematics. The Stanford Diagnostic Reading Test, Level II, was used to determine achievement in the area of reading. The Nebraska Attitude Inventory was used to measure students attitudes toward self, school, peers, and teachers.

Data from the aforementioned criterion test and attitude inventories were subjected to a one-way analysis of variance for unequal N's to determine if there was a statistically significant difference at the .05 level of confidence.

With the exception of mathematics, findings showed there were statistically significant differences between groups in the academic discipline of English and the area of reading. There were also statistically significant difference between groups on attitudes toward self, school, peers, and teachers.

It was concluded:

1. Mexican American students enrolled in a bilingual education program achieve significantly higher in the academic disciplines of English and the area of reading than do Mexican American students enrolled in the regular school program.

2. Mexican American students enrolled in a bilingual education program have a favorable attitude toward self, school, peers, and teachers; whereas Mexican American students enrolled in a regular educational program do not indicate a favorable attitude toward self, school, other students, and teachers.

3. Mexican American students enrolled in a bilingual education program do not exhibit a significantly higher ability to do quantitative thinking (mathematics) when compared with Mexican American students enrolled in regular educational program.

The following recommendations were made as a result of the study:

1. That the study be partially replicated with solely a Mexican American student sample classified by socioeconomic status.

2. That the study be replicated in toto with another population in order to provide some measure of cross-validation. Special care should be taken with the administration of pre and posttests, especially in the area of mathematics and the ability to do quantitative thinking. The replication of the study would provide a substantial frame of reference for curriculum

building

3. That a study be made to investigate the attitudes of the Mexican American student toward self, school, peers, and teachers for grades 10, 11, and 12.

4. That a study be made to investigate the academic disciplines of science, social science, advanced mathematics, and advanced English and their relationship to the academic success of the Mexican American student.

5. That a study be made which compares the academic success of Mexican American students enrolled in a bilingual educational program with Anglo students enrolled in a regular educational program.

Books

92. Fisher, Frank L. The Influences Of Reading and Discussion On the Attitudes Of Fifth Graders Toward American Indians. University of California, Berkeley, 1965. 226p. Chairman: Robert B. Ruddell. 65-13,422.

The purpose of this study was to test the hypothesis that reading material of a literary nature would change children's attitudes. The reinforcement effects on attitude change of discussions following the readings were also examined. The reading material was selected from children's literature about American Indians. To gain more information about the process of attitude change, the relationships between attitude change and the variable factors of I.Q., reading achievement, socioeconomic status, race, sex, initial attitude and information gained were investigated.

The subjects of the study were fifth grade students in the public schools in Berkeley, California. Three socioeconomic areas were represented: a high socioeconomic area composed mainly of middle-class, Caucasian families; a low socioeconomic area, composed mainly of lower-class, Negro families; and an in-between area representing a blending of the two extremes. Three treatment groups were selected from each area. a reading group, a reading plus discussion group and a control group.

A test of attitude and information toward American Indians was constructed by the investigator and used as the basic instrument of the study. The attitude test was constructed by means of the Scale Discrimination Technique. The information test was based on six readings selected from children's literature about American Indians. The experiment was conducted during a three week period.

All subjects took the attitude-information test as a pre-test. The reading group read the six selected stories. The reading plus discussion group read and discussed the stories. The control group had no exposure to the six stories. To conclude the experiment, all subjects were again given the attitude-information test.

The dependent variable called "attitude change" represented the difference between the subjects' scores on the attitude section of the pre-test

and post-test.

Analysis of covariance and product-moment correlations were used in the statistical treatment of the data.

1. Independent reading of selected material from children's literature about American Indians caused a change of attitude toward American Indians, in a direction favorable to the Indians, that was significantly greater than the change in the control group.

2. A discussion of each selection, guided by the teacher and immediately following the silent reading, caused a change in attitude toward American Indians, in a direction favorable to the Indians, that was significantly greater than the change caused by reading the selections and not discussing them.

3. There was a significant negative correlation between the scores of the subjects on the first attitude test and their change in attitude.

4. There was a significant positive correlation between the information gained, and attitude change in the group that read and discussed the stories, and in the control group. The correlation in the reading group was not significant.

5. The attitude change, in a direction favorable toward American Indians, was greatest in the middle socio-economic area in which all three racial groups were represented.

6. In the groups that read and discussed the stories and in the control groups, attitude change, in a direction favorable to American Indians, was significantly greater in the upper socioeconomic area than in the lower socioeconomic area.

7. In the reading group of the middle socio-economic area, the attitude change, in a direction favorable to American Indians, was significantly greater among the Negro subjects than among the Caucasian subjects.

8. There were no significant attitude change differences evident in respect to sex.

9. There was no significant relationship between I.Q. and attitude change.

10. There was no significant relationship between reading achievement and attitude change.

11. There is evidence that suggests that, in an independent, silent reading siguation, the attitude change of the girls was greater than that of the boys, whereas, in a reading-discussion situation, the attitude change of the boys was greater than that of the girls.

93. Gast, David K. Characteristics and Concepts Of Minority Americans In Contemporary Children's Fictional Literature. Arizona State Univerity, 1965. 206p. Chairman: Dr. James J. Jelinek. 66-6902.

The problem of this study was as follows: (1) What are the characteristics of and concepts about present-day American Indians, Chinese, Japanese,

Negroes, and Spanish-Americans in contemporary children's fiction? (2) What are the identifiable stereotypes imputed to minority Americans in the literature? (3) How does treatment of minority Americans in contemporary children's fictional literature compare with that shown in related studies of adult magazine fiction and school instructional materials?

The hypotheses of this study were: (1) Stereotypes of minority Americans are not found in the children's literature investigated. (2) Treatment of minority Americans in recent literature dignifies the differences in race, creed, and custom of minority peoples. (3) Treatment of minority Americans emphasizes similarities rather than differences among minority and majority Americans with regard to behavior, attitudes, and values.

The population of the study was defined as all children's fiction in book form about present-day (1945-1962) minority Americans, first published between 1945 and 1962 for kindergarten through eighth-grade reading levels, appearing in selected sections of H.W. Wilson Company's Children's Catalog and four American Library Association guides to children's literature.

The analysis of the literature by three coders and the investigator was based on the Berelson and Salter technique which analyzed individual characters and books by means of two analytic instruments. The character analysis required the documented coding of seven categories of characteristics for each character and the application of the Katz and Braly List of Verbal Sterotypes to each characterization. Each book was analyzed to determine explicit and implicit concepts of minority Americans. The findings of this study were compared with four previous studies.

The population of the study consisted of forty-two children's books from which 114 minority American characters were identified for analysis. Minority Americans were generally shown to adhere to their traditional religious beliefs, and American Indians, Chinese, and Mexican-Americans were shown to retain ethnic garb. Pictorial representations of Negroes de-emphasized Negroid facial features and black skin.

American Indians, Chinese, and Spanish-Americans were portrayed as having lower-class socio-economic standards while Japanese were portrayed as middle-class. Negores were shown to be evenly distributed between the lower- and middle-classes. Although the Chinese and Japanese were portrayed as valuing education, the Negroes were the only minority shown to attend college. American Indians, Chinese, and Spanish-Americans were shown to have ethnocentric goals and values, while the values attributed to the Japanese and Negroes were not ethnocentric. Negroes were portrayed as striving to attain social acceptance in the dominant culture.

The first hypothesis of the study was rejected. Stereotypes were found, although they were not traditional ones. The dominant American middle-class values related to kindness, conventionality, intelligence, neatness, and ambition were found to be high-ranking stereotypes of all the groups in this study.

The second and third hypotheses of this study were supported. The books examined avoided non-complimentary stereotypes and the "minority as a social problem" concept. Minority and majority Americans were portrayed in the books as being more alike than different in regard to behavior and basic attitudes and values.

The major conclusions of this study were: (1) Minority Americans were generally portrayed as having adopted dominant middle-class values. (2) Complimentary, middle-class Anglo-American virtues made up the new stereotypes imputed to minority Americans by the authors. (3) Occupational stereotypes were found for all of the minorities except the Negro. (4) Negroes were the only minority shown to attend college and hold white-collar and professional jobs. (5) Japanese and Negroes were portrayed as being more thoroughly assimilated into the dominant culture, and as having a higher standard of living than the other minorities. (6) Negroes were often portrayed as being brown-skinned and Caucasian featured. (7) The theme of social acceptance was a major theme only in the books about Negroes. (8) There was a dearth of books concerning American Indian, Chinese, Japanese, and Spanish-American teenagers, while stories of Negro teenagers were numerous.

The investigator recommended that: (1) Contemporary children's literature about minority Americans should be increased in supplementing reading textbooks and social studies textbooks in the public schools. (2) Textbooks should be made available which contain stories about or portrayals of minority Americans living in the dominant culture as citizens having equal rights and sharing in the American way of life. (3) Portrayals of minority teenagers other than Negroes should be increased in children's literature. (4) Occupational stereotypes should be avoided in children's literature. In addition, the investigator indicated the need for (1) further studies of historical and contemporary treatment of minority Americans in children's fiction, (2) experimental studies of the effects of reading children's fiction about minority Americans upon the reduction of ethnocentrism in school-aged children, and (3) investigations of current stereotypes of racial, ethnic, and religious groups in the United States.

94. Napier, Georgia P. A Study Of the North American Indian Character In Twenty Selected Children's Books. University of Arkansas, 1970. 126p. Major Professor: R.K. Bent. 70-26,232.

The investigation was undertaken in an effort to discover how the North American Indian character was protrayed in selected representative books written for children in the United States. In the study twenty selected books of recommended children's literature containing North American Indian characters were explored. The twenty books were selected from a larger group of forty-seven recommended books. In making selection, priority was given to those books which: (1) contained sufficient portrayal of an Indian character for purposes of analysis, (2) were award winners

or runners-up, (3) were recommended by more than one accepted source, and (4) were in current use.

Books involved in the study included historical fiction, realistic fiction and biography. Three Newbery Award winners were included. The copy right dates ranged from 1931 to 1966. The times in which the stories were set ranged from the 1700's to the post-World War II era.

Stories involved these Indian tribes: Apache, Cherokee, Cheyenne, Delaware, Ghias-at, Haida, Hopi, Navaho, Nenalem, Paiute, Seneca, Salish, Shoshone, Siletz, and Yana.

Thirty-five North American Indian characters fround in the selected books were analyzed in order to disclose the nature of the authors' portrayals. The analytical categories employed were: (1) the North American Indian character's physical description. (2) the North American Indian character's language, and (3) the North American Indian character's status.

The physical description of Indians was divided into three categories: sex, age, and actual description of the character by the author.

The language of the North American Indian character was analyzed two sub-categories: fluency and grammaticality. When available, quotations were given to support conclusions.

Three sub-categories of the status of the North American Indian character were examined. These were: family or group affiliation, special talent or skills, and the community's predominant reaction to the character.

The following conclusions were warranted from an analysis of the data:

1. The North American Indian character is still appearing in children's literature.

2. The traditional stereotype of the North American Indian is not presisting in children's literature.

3. The North American Indian character seldom is portrayed in contemporary circumstances.

4. The physical description of the North American character appears attractive.

5. The language used by the North American Indian character is fluent and grammatical.

6. The status of the North American Indian character is acceptable.

95. Frankel, Herbert L. The Effects Of Reading "The Adventures Of Huckleberry Finn" On the Racial Attitudes Of Selected Ninth Grade Boys. Temple University, 1972. 282p. 72-27,181.

The purpose of this study is to determine whether the reading of a novel, The Adventures of Huckleberry Finn, has any measurable effect on the racial attitudes of a group of black and white ninth grade boys. In this study, the term "reading" is used to mean both the individual interaction between individual and book and, in the sense of extended reading, to include the usual classroom activities undertaken as part of a reading lesson, i.e., directed teaching, class discussion, and audio-visual aids.

The subjects were ninth grade male students at an all-boys academic high

school in a large middle-Atlantic city. Two classes, randomly assigned by computer in the normal school manner, were used. The author of this study was the regular teacher of both classes. The experimental group was composed of twenty white and seven black boys and the control group was composed of sixteen white and nine black boys. The two groups did not differ significantly as to reading ability or I.Q. level.

Three measures of attitude change were used.

(1) A Semantic Differential Scale composed of sixteen concepts with nine items under each concept was administered before and after the book was read.

(2) A Picture Projection Test consisting of a picture showing a white boy and a black young man fishing together was administered before and after the book was read. Subjects were asked to write what they thought each was thinking.

(3) A depth interview was conducted with four white and four black subjects from each group after the book had been read.

The experimental group read the book in five daily installments with classroom teaching and discussion. The control group read the book at home as "outside reading" and had no direct teaching or classroom discussion.

The hypotheses developed for the study were:

(1) The study of The Adventures of Huckleberry Finn will significantly change the attitudes of adolescent boys toward whites and blacks.

(2) The change will be of a positive nature in the sense that it will reduce hostile or unfavorable feelings towards members of another race and will increase favorable feelings toward members of another race.

(3) Any changes in the subject's feelings of worth as a member of his own race will be of a positive nature in that they will strengthen rather than reduce such feelings.

(4) Those students who have had the book taught in class and who have discussed it in class will show significantly greater positive change than those who have read the book as "outside reading" and who have not discussed it in class.

The findings, especially on the Semantic Differential Scale and Picture Projection Test, strongly support the acceptance of all four hypotheses.

In addition, the study discussed the question of censorship since the book has been attacked as being "racist" and as promoting unfavorable stereotypes and undermining the self-image of black students. The findings of this study offer no evidence to support these charges and, indeed, indicate that the extended reading of the book had strongly positive effects on attitudes toward blacks and the self-image of black students. The unanimous opinions of the students interviewed, black and white, were that the book should be included in the reading list and should not be censored in any way.

Further study in the area of reading and attitude change was suggested. Several suggestions for future research were made including larger samplings, studies involving female subjects and books with major female characters, follow-up studies to determine the duration of attitude change, the use of other types of literature and films, and the investigation of other variables such as socioeconomic status, influence of different teachers, and attitudes toward other ethnic groups.

96. Lee, Marjorie. Cultural Pluralism and American Textbooks: A Study Of the Chinese Immigrants In Oregon. University of Oregon, 1972. 73p. Adviser: Arthur Pearl. 73-7922.

American textbooks have been subjected to study for years. Studies by Quillen (1948) and Stewart (1950) focused upon the treatment of minorities in the Country as well as the treatment of peoples of foreign countries. Both studies had similar findings. The contect was inadequate and often inaccurate; there was a tendency to ignore groups in American society, particularly Blacks and the Spanish-speaking population. Asians were not only treated inadequately they were often portrayed in offensive sterotypes. A more recent study by Dimitroff (1961) analyzed a range of social studies textbooks. Of the thirteen civic attitude categories she investigated, one clearly related to this study was the concept of physical and cultural diversity and their role in the economic, political and social issues of modern times. Dimitroff found that this concept received the least attention.

The purpose of this study was twofold: 1. To determine through an analysis of textbooks, curriculum guides, teacher preparation textbooks, and studies about the Chinese whether there was a continuation of earlier findings, i.e., stereotypes, inadequate information and distortions. 2. To provide by the process of historical analysis the information that is available through research about the Chinese in Oregon.

The historical nature of this study necessitated extensive library research. Because there is a lack of secondary source material a reliance was placed upon early Oregon newspapers such as the Daily Oregonian, the Corvallis-Gazette, the Oregon Sentinel, the Oregon Weekly-Times, and the West Shore, a magazine published in Oregon. Legislative acts and local laws, the statements of elected officials, and the application of the laws were studied to determine the institutional impact upon the Chinese living in Oregon from the early years of 1850 to the present. Once the data was collected it was sorted into subject and chronological order and the narrative written.

This study sought to provide an accurate, if not comprehensive, analysis of the life of the Chinese in Oregon. The data reveals the extensive role that government institutions, both state and federal, played in harassing and confining this population into low paying and menial forms of work. They were not allowed to vote initially and were denied naturalization rights and were subjected to discriminatory tax measures. The arrival of Chinese gold miners in southern Oregon in the early 1850's generated a series of local laws and legislative acts which were to continue for nearly one hundred years.

In the 1860's and 70's widespread unemployment and a depressed economy gave impetus to already smoldering racial antipathy, and on the West Coast the Chinese were blamed for the depression. It was claimed that they worked for low wages and deprived the white working man of labor, that they sent all

their earnings outside of the Country and did not purchase American goods. Most of these statements were lies. A population relegated to an inferior status either worked for the wages offered or did not work at all, and the data clearly show that the Chinese miners, for example, purchased a variety of goods both Chinese and American from white storekeepers. However, these myths served to feed the anger of great numbers of laborers out of work, and both political parties capitalized upon this antagonism. The Exclusion Act of 1882 was a result of political acquiescence to emotionalism and a decided retreat from principles. This Act was devised to deny Chinese laborers further entry into the United States, but in fact was used to harass all Chinese coming to this Courtry. As a result of the overt hostilities and legal sanctions the Chinese population in Oregon progressively declined from that of approximately ten thousand in 1900 to barely two thousand by 1930. The employment characteristics of the Chinese in Oregon today still reflect the inequities imposed upon them in previous years.

97. Lickteig, Mary Jane. A Comparison Of Book Selection Preferences Of Inner-City and Suburban Fourth and Sixth Graders. University of Oregon, 1972. 132p. Adviser: Dr. Carl Wallen. 72-20,922.

The purpose of this study was two-fold: 1. to compare the book selection preferences of inner-city and suburban fourth- and sixth-grade children, and 2. to determine if children consistently chose books according to categories of literature.

All sections of the fourth- and sixth-grades of three inner-city and three suburban schools in Omaha, Nebraska, participated in the study. Comparisons of inner-city and suburban children of the same sex and reading level provided a control for sex and reading ability. Reading abilities were tachotomized: below-level, on-level, and above-level, and were determined from the grade-placement comprehension score of the Iowa Basic Skills Test. On-level reading group was defined as at grade level and plus or minus four months; the below-level reading groups was a comprehension score below that point, and the above-level group was a comprehension score above that point. This resulted in twelve cells at each grade level; three reading levels each for boys and for girls in the two different areas of the city. Twenty children were drawn randomly from each cell to participate in the study. The one exception was boys of above-level reading ability in the fourth grade which had a sample of twelve. The total sample for Grade six was 240, and the total sample for Grade four was 224.

Data were collected three times in the participating classrooms. Each of the three times the students were shown eight books representing eight categories of literature: mystery and detective stories, Negro fiction, science fiction, fairy tales, frontier and pioneer stories, suburban life, humorous and horse stories. A brief summary of each book was read, and the children were asked to rank the books in the order of their preferences.

To determine the rankings for each cell, the ratings of all the members of that cell were combined and a mean rank was computed. After the books were ranked by the total group within each cell, the rankings of one cell were compared to the rankings of the corresponding cell in the other section of the city.

The rankings of the books indicated the following:

1. Both fourth- and sixth-grade inner-city and suburban children showed a preference for books that were in the science-fiction category. Books in the humorous category were also preferred in the fourth grade and books in the mystery and detective category were preferred by sixth graders.

2. The least preferred books were the books in the categories of suburban life and frontier and pioneer stories.

3. Children in the inner-city tended to prefer Negro fiction more than suburban children did, while suburban children preferred horse stories more than inner-city children did.

Comparisons were made between inner-city and suburban children computing the Spearman rho which measures the degree of association between two variables. There was a total of thirty-six correlations; correlations at each grade level for each collection of data.

Correlations ranged from -.446 to .838. Correlations of sixth-grade girls were the lowest, ranging from -.238 to .381; correlations of the fourth grade boys were the highest, ranging from .429 to .838. The correlations of the boys at both grade levels tended to be higher than the correlations of the girls. There were five significant positive correlations, two in the fourth grade boys group and three in the sixth-grade boys group. There was significant correlations for girls at either grade level.

To determine if children consistently chose books in categories, correlations were computed of individual children's rankings of books. Fifty students were chosen randomly, twenty-five from the fourth grade and twenty-five from the sixth grade. For each student, three correlations were computed: the correlation between the first and second rankings, the correlation between the second and third rankings, and the correlations between the first and third rankings. Spearman rho was used to test the hypotheses of zero correlation.

Correlations ranged from -.838 to 1.000. Of the hundred correlations, there were thirteen significant positive correlations, six from the fourth grade and seven from the sixth grade. One subject consistently ranked books according to categories; this subject had three significant positive correlations.

The results of this study indicate that there is not a consistent relationship between the book selection preferences of inner-city and suburban children and that children do not choose books consistently according to categories.

98. Zucaro, Blase J. The Use Of Bibliotherapy Among Sixth Graders To Affect Attitude Change Toward American Negroes. Temple University, 1972. 134p. 72-27,216.

The purpose of this study was to test the hypothesis that bibliotherapy could change suburban school children's attitudes toward American Negroes in a favorable direction. The secondary purpose were to determine: if attitudes toward Negroes changed, attitude change would also take place concerning other minorities, American Indians and Puerto Ricans; if the technique was feasible for the typical classroom teacher; whether the claims made for bibliotherapy were sustained in an experimental study.

The subjects of the study were three classes of the sixth grade of one suburban Philadelphia school. There were three treatment groups: one control and two experimental. The control group had an informal reading program unconnected to bibliotherapy. Experimental Group-I read but did not discuss novels with a Negro theme; Experimental Group II read and discussed novels with a Negro theme. Each child filled out a form whenever finishing a book. Both experimental classes had identical sets of books.

"A Scale for Measuring Attitude Change Toward Any Defined Group," by H. H. Remmers, with two equivalent forms, A and B, was used as the measuring instrument. The study was concerned with measured attitude change, and retention of this change, between the first, second, and third administration of the attitude scale. Attitudes toward three minority groups were measured.

Form A was given all the children as Pre-test; Form B was given as Post-test I. Combined Forms AB were used as Post-test II and given to half of all the children from an alphabetical listing chosen alternately; combined BA forms were given to the remaining half of the children as Post-test III. The deliberate bias introduced for AB and BA enabled all children to be tested three times over the four testing periods.

Statistical procedures permitted comparisons between the three treatment groups over the four time periods. Analysis of variance was used for the statistical treatment of the data. Two sets of correlations performed on attitude change and the number of books read.

1. For Group-II, Reading and Discussion, there was a continual rise in attitude change toward blacks over the four testing periods. For Group-I, Reading Group, there was also a rise but not as great as that of Group-II. Control Group showed shifting attitude; at end, attitude was less favorable than at the beginning.

2. All groups began with attitudes toward American Indians that were somewhat favorable. Both experimental groups ended with slightly more favorable attitudes at the end. The Control Group's attitude was lower at the end than at the beginning.

3. Both experimental groups ended with attitudes that were more favorable toward Puerto Ricans than at the beginning. Control Group's attitude rose for three time periods, then declined to a point lower than at the beginning of the study.

4. The attitudes of both experimental groups were most favorable toward American Indians, followed by Puerto Ricans and least favorable toward Negroes.

5. Two sets of correlations were performed: there was correlation between attitude change and the number of books read by both experimental groups from the beginning (Form A) to find testing (AB or BA), there was correlation from three months after the beginning of the bibliotherapy (Form B) to final testing (AB or BA). No statistical significance was found for both correlations.

6. The claims made for bibliotherapy were sustained in an experimental study.

Black Language Arts

Black Dialect

99. Arnhill, Edward J. The Effect Of Differing Dialects Upon the Comprehension and Attitude Of Eighth Grade Children. The University of Florida, 1970. 79p. Chairman: Dr. Wm. Alexander. 71-12,732.

The problem of receptivity to differing dialects has become a significant issue to thoughtful observers of our times. As specific cultural and dialect groups have been reassigned within school systems, domestic strife has increased. No truly adequate measure of the effect of exposure to dialect differences in schools has been available. Parental complaints concerning the incomprehensibility of reassigned Negro teachers have been common and persistent. The effects of other major dialect groups have gone unnoticed or unexamined in the public schools. The purpose of the study was to measure and compare the effect of four major dialects upon the comprehension and attitude of eighth grade children. The dialects used were those of four mature women representing the Midwest, Northeast, Southern white, and Southern Negro.

The population for study was the entire eighth grade of the South Miami Junior High School, South Miami, Florida. Each one-quarter of the 480 members of that grade was treated with one of the four dialects. There were approximately 80 Negro students in the eighth grade.

Each of the four dialect users recorded the same set of 10 stories and 10 sets of comprehension questions extracted from the Reader's Digest Reading Skill Builder Series. Subjects listened to the 10 tape-recorded stories and questions over a period of 5 months. A different story and its set of questions was presented approximately every eighth school day.

An adaptation of Osgood's Scale of Semantic Differential was used as a pre- and post-test to measure attitude. Only the evaluative dimension was used. Four pairs of bi-polar adjectives were used in conjunction with a six-point scale for each pair. Subjects were told to mark the scale based on how they felt about the speaker. The pre-test was given in September of 1969, the post-test in January of 1970. A 31 percent random sample was

drawn from each dialect treatment group for statistical analysis.

The most significant finding was that the sample developed a more positive attitude toward the Southern Negro dialect while a more negative attitude was developed toward each of the other three. This change was statistically significant among the groups as well as within each treatment group. The Southern white dialect treatment group scores significantly lower in comprehension than any of the other groups. The variable of I.Q. resulted in a significantly higher comprehension score for the groups with the higher I.Q. Less bright students comprehend least when exposed to the Southern white dialect. The variable of sex was found to be significant only within the Midwestern dialect treatment group with the females obtaining a significantly higher comprehension mean. The comprehension of Negro subjects was adversely affected by both the Northeastern and Southern Negro dialects. Using Otis Dudley Duncan's Socioeconomic Scale to divide subjects into an upper and lower 50 percent, it was found that higher level was relatively unaffected by dialect. The comprehension of subjects of lower socioeconomic level is adversely affected by both the Northeastern and Southern white dialect. Based on the findings, Negro teacher users of the Southern Negro Dialect will have no adverse effect on either the attitude or the comprehension of white eighth grade students. There will be an adverse effect on Negro students.

100. Werner, Roland J. Jr. Morphological Inflections Of Black and White Children By Age, Achievement and Socioeconomic Levels. University of Missouri - Columbia, 1971. 126p. Supervisor: Edward L. Meyen. 72-19,260.

The purpose of this study was to investigate the acquisition of certain morphological inflections exhibited by black and white children of different Achievement, Chronological Age and SES levels. The study also investigated the inflectional patterns used by mothers of young black subjects to determine if black children are subjected to different language models than white children during the process of learning the rules to apply inflectional endings.

Two hundred forty children of chronological age three and one-half to nine and one-half were selected as subjects. The total group was equally divided into two groups, 120 black children and 120 white children. In each group of 120 children, there were sixty achievers and sixty non-achievers. Each group of sixty children was composed of thirty children from low SES environments and thirty children from middle SES environments. The groups of thirty were made up of ten four-year olds, ten six-year olds, and ten eight-year olds. The Berko Morphology Test was used to elicit the morphological inflections from the subjects. Nonsense materials were used. A white examiner was employed to test the white subjects and a black examiner was employed to test the black subjects. The research design consisted of three levels of

Chronological Age, two levels of Achievement, two levels of Race, and two levels of SES. To analyze the data a computerized analysis of variance program was employed. The results were reported for the main effects, various inter-cell comparisons, selected double interactions, and the black adult standard.

I. Main Effects: Scoring all subjects' responses against the white adult standard (previously determined by Berko), all comparisons for each main effect were significant beyond the .05 level of confidence. Using the black adult standard to score the responses of black subjects and the white adult standard to score the responses of white subjects, the comparisons for the main effects Achievement, Chronological Age and SES were significant beyond the .05 level of confidence. The comparison for main effect Race (black subjects vs. white subjects) was not significant.

II. Inter-Cell Comparisons: Four inter-cell comparisons were made: black achievers vs. white achievers; black non-achievers vs. white non-achievers; black low SES vs. white low SES; and black middle SES vs. white middle SES. All of the inter-cell comparisons were significant at the .05 level of confidence when white subjects' and black subjects' responses were scored against the white adult standard. When black subjects' responses were scored against the black adult standard and white subjects' responses were scored against the white adult standard, none of the inter-cell comparisons were significant.

Double Interactions: Various double interactions were selected for analysis. The interactions were not significant, regardless of the adult standard used to score subjects' responses.

Black Adult Standard: Twenty mothers of black four-year old subjects were selected as subjects with which to standardize the Berko Morphology Test. The interview with the mother was, in most instances, carried out by telephone. Of the thirty items used on the Berko, the black mothers, as a group, answered only eight of the items in a manner similar to that of Berko's white adults. When comparing the degree to which black subjects approximated the black standard with the degree to which the white subjects approximated the white standard, the difference was less than two items. Since the investigator did not have Berko's adult responses, a test of significance of this difference was not calculated.

101. Ballard, James M. Jr. The Effect Of Syntactical Transformations On the Performance Of a Conservation Of Meaning Task By Urban Black and White High School Students. University of Minnesota, 1972. 102p. 72-20,093.

The study was conducted to investigate the way that specific experimentally-generated, syntactical transformations affected the performance of speakers of different social dialects on a conservation of meaning task. A sample of 26 white and 32 black 16-17 year old, high school students was used. On eight of the ten tasks the performances of the black and white Ss were not significantly different. This result is interesting and suggests that Ss had a similarity in the cognitive systems for dererrining the meaning of a sentence despite the dialectal differences present in the Ss speech.

102. Folb, Edith A. A Comparative Study Of Urban Black Argot. University of California, 1972. 166p. Chairman: Professor Victoria A. Fromkin. 72-22,164.

The general subject matter of this study is argot; specifically the argot elicited from Black male youths living in the South Central Los Angeles ghetto. The following hypotheses were formulated.

1. Lower class Blacks use and share a special argot unknown to lower class whites, even when the two groups live in close proximity;

2. The argot cuts across geographical boundaries; lower class Blacks living in geographically separated ghettos share a common argot;

3. This argot is shared by middle class Blacks;

4. A primary factor affecting shared argot is shared life experiences.

A current vocabulary of argot terms and meanings was collected from a male "control" group in South Central. This lexicon was used to elicit compare responses from among five male "response groups." All youths were between 15 and 20 years of age. Two of these groups consisted of lower class Blacks separated geographically. One group consisted of middle class Blacks; one group consisted of middle class whites; the fifth group consisted of lower class whites. Using the control group responses as the standard of measurement, results were collated for individual members of the respective groups and for each group as a whole.

With some qualifications, the hypotheses were substantiated. The data confirmed the existence of a well-formed argot generaged and validated in South Central Los Angeles and well-known to all members of the South Central Los Angeles response group. Lower class whites demonstrated limited knowledge of the argot, though they live in close proximity to a sizeable portion of the South Central youths and share certain life concerns characteristic of the lower class mileau.

Lower class Blacks in Venice, California, demonstrated a mastery of the argot roughly comparable to that of the most knowledgeable South Central population, though over ten miles separate the two lower class Black ghettos.

Race predominated over economics or geography in the sharing of argot. The largest body of common argot was known by the three Black groups. Middle class Blacks did not demonstrate the same facility with the argot that the two lower class Black groups did, but their knowledge was generally superior to that displayed by either white group.

The argot known beyond the particularly knowledgeable lower class Blacks was generally concentrated among sub-sets of informants within the two white groups and the middle class Black group. These informants were linked together and to informants beyond their respective groups through common life experiences that could be classified as illegal or "anti-social." One or another of these experiences prevailed within each of the three most knowledgeable informant sub-sets and directly affected their superior facility with the argot. The most knowledgeable nucleus within the middle class Black group was comprised of political activists; within the lower class

white group, of ex-offenders with extensive arrest records; within the middle class white group, of heavy drug users.

Categories descriptive of various phenomena differentiated informants along experiential, racial and economic lines. The category most well-known among middle class whites concerned drugs; among lower class whites, terms descriptive of acts of toughness and the care and display of one's car. Terms descriptive of verbal and physical manipulation, material possessions, and naming terms for whites and Blacks tended to differentiate the races. Limited white response to these argot categories pointed to a "private" Black vocabulary. Argot descriptive of old or outdated phenomena differentiated Blacks economically and geographically. These terms were most often "conserved" in the ghetto youth's vocabulary, particularly that of the South Central informant and underscored the existence of intra-ghetto experiences and argot.

103. Jones, Beverly J. A Study Of Oral Language Comprehension Of Black and White, Middle and Lower Class, Pre-School Children Using Standard English and Black Dialect In Houston, Texas, 1972. University of Houston, 1972. 150p. Chairmen: Sally A. Fechtmeyer and Thomasine Taylor. 73-4318.

This study compared the oral language comprehension of standard English with the oral language comprehension of black dialect in a cross sectional sample of eighty preschool children living in the Houston area. The subjects were randomly selected from four categories: low and middle socio-economic white and low middle socio-economic black, and were equally divided by age (four and five year olds), and sex.

The Carrow Test for Auditory Language Comprehension was translated into local black dialect. Both the standard English and black dialect test versions were administered on tape to each child by two white and two black testers who tested across subject categories. Data was analyzed by a three way analysis of variance with repeated measures on one factor. Each test was checked for reliability by the Kuder-Richardson technique and for normality of distribution and homogeneity of variance by Bartlett's test. Additional analyses were made on subjects' socio-economic class, age and sex, as well as on group response patterns by grammatical categories within the testing instrument.

Principal Findings: The young children tested comprehended standard English and black dialect at different levels. Only three of the eighty subjects understood the two language versions equally well. There were significant differences in the levels of oral language comprehension in both standard English and black dialect when the subjects were grouped by socioeconomic class, but no significant differences when language comprehension was compared by race. This indicated that social class was the major determining factor in the young child's ability to comprehend language structure. Race, apart from class did not effect the level of performance. The combination of black dialect and standard English comprehension scores for all black subjects was identical to the combination of black dialect and standard English scores for all white subjects.

This study suggested that age was a significant factor in the oral language comprehension level of most subjects in both standard English and black dialect. When four year olds comprehended the structure of their native language well, the five year olds in the same sample comprehended the structure of the second dialect well. At the same time, in low SES groups where four year old subjects performed at a lower level on both tests, there was moderate to no increase in the scores of five year olds. An examination of subject scores by sex indicated an atypical finding in that the mean scores of the boys, in most cases, were higher than the mean scores of the girls.

Various oral language comprehension patterns existed within the SES groups of children tested. Though performing at different levels, the middle SES black and low SES white children were the most bi-dialectal in their comprehension. Middle SES white children comprehended standard English at a much higher level than they comprehended black dialect. Low SES black children were inconsistent in their facility to comprehend structural items within black dialect and standard English.

Dialect barriers to comprehension do exist for the young child in learning cneters where the language of the teacher and the written in the materials differs from the language spoken by the child. The type and degree of dialect interference depend upon the structural similarities of the dialects in contact and the subjects' adeptness in bi-dialectal comprehension.

104. Levy, Beatrice K. A Comparison Of the Oral Language Of First Grade Children and the Language Of Beginning Reading Instructional Materials. New York University, 1972. 195p. Chairman: Professor Josephine P. Ives. 72-20,645.

This study compared oral language features of beginning readers to the written language of beginning reading instructional materials. The rationale for making the comparison was related to theoretical model of the reading process which suggest that the central aspect of reading is a language activity. Data which describe the specific linguistic features of children are needed in order to formulate and test hypotheses derived from the models and it was anticipated that this study would provide such data. No one theory of reading or of language was represented. Rather, the study focused on the general psycholinguistic concepts which describe a language user as relating to semantic and phonological components of language by means of a syntactic core and relating surface structures to their underlying deep structure bases.

The subjects in the study were low socioeconomic status Negro first-grade children in an urban center, Brownsville, New York, as representatives of a population whose reading achievement has been observed to

be poor. Their language was recorded as they discussed picture books and was compared to the language in three books which are widely used as materials in beginning reading instruction. Three aspects of linguistic processes were investigated. 1) Vocabulary was tabulated in six grammatical categories. A low correspondence was found between the words and by the group of children and the three books. 2) The length of a T-unit, a minimal terminable sentence which contains a main clause and the subordinate clauses related to it, was selected as an index of general linguistic complexity. A comparison indicated that the mean length of the children's T-units was significantly greater than the mean lengths of T-units in each of the books. 3) Three syntactic structures which occur within clauses were identified. Adjective+Noun, Genitive+Noun, and Adverbial Phrases. The first two constructions are the results of transformational operations and the third is a conjoining in the base phrase structure. Statistically significant differences were found in the distributions of the structures in the children's speech and in the books. In most instances, the direction of differences was in favor of the children.

It was observed that the children in the sample population demonstrated that they had a repertory of language knowledge which they could apply to reading instruction. The study demonstrated, however, that there are discrepancies between the selected language features which were produced by the beginning readers and those which appeared in the beginning reading instructional materials. It was recommended that further research investigate additional linguistic features preliminary to testing language variables in reading achievement.

105. McCready, Michael A. The Effects Of Phonemic-Graphemic Correspondence Problems Upon Reading Comprehension Of Black Non-Standard Speakers Of English. The University of Alabama, 1972. 149p. 73-8048.

This study attempted to determine the extent to which phonemic-graphemic correspondence problems adversely affect reading comprehension among black children who are non-standard speakers of English. The study consisted of six phases, including a review of the literature, development of the test instrument, selection of the population, administration of the test instrument, analysis of the data, and formulation of instructional implications.

The literature was reviewed concerning the relationship of oral language to reading ability, in order to determine to what extent black, non-standard dialect affects the reading of materials written in standard English. The literature indicated that, for those speaking in a black, non-standard dialect, phonemic-graphemic correspondence problems could exist in eight different linguistic categories.

An instrument, requiring both silent and oral reading, was devised by the investigator to test the effects of phonemic-graphemic correspondence problems upon reading comprehension of a group of sixty black children,

randomly selected from grades five, six, and seven in the public schools of Hale County, Alabama. Twenty students were selected on each of the three grade levels and there was an equal number of males and females on each level.

The test was administered individually to each child in the sample and the entire session, in each instance, was taped for the purpose of recording responses to the investigator's questions. The pronunciations of the problem-words were recorded for purposes of phonetic transcription.

Pearson Product-Moment Correlation (r) was run to determine if a statistically significant relationship existed between each child's performance on the silent test and his performance on the oral test, with both tests containing the same phonemic-graphemic correspondence problems. The t-test was used to compare the sexes and the three grade-levels as to their abilities to distinguish problem phonemic-graphemic correspondences. Percentages of correct and incorrect responses were calculated for each of the eight linguistic categories to determine which of them caused the most formidable reading difficulties for those tested.

The findings of the study indicated that neither sex nor age was a statistically significant factor in determining ability to distinguish problem phonemic-graphemic correspondences. The findings also indicated that a statistically significant relationship did exist between students' abilities to distinguish problem phonemic-graphemic correspondence in silent reading and their ability to do so in oral reading.

When percentages were calculated for correct and incorrect responses in each of the eight linguistic categories, the greatest reading problems were found in those linguistic areas requiring distinctions between vowels and those requiring pronunciations of consonant clusters. However, the problems were apparent in all the categories.

From the findings, instructional and curricular recommendations were made. This study supports the need for a developmental language program for black children, particularly one which deals with their dialect-related reading problems. It should include the use of many oral activities which emphasize the phonemic patterns of standard English in contrast with those of black, non-standard English. These activities should be utilized always in relation to the traditional orthography of standard English.

106. Mantell, Arlene Lois. An Assessment Of Two Curriculum Strategies For Increasing Bidialectal Proficiency Of Speakers Of Non-Standard Dialect In the Fifth Grade In the New York Metropolitan Area. New York University, 1972. 157p. Chairman: Professor Virgil A. Clift. 72-26,605.

Two curriculum strategies were implemented and assessed in an effort to increase the bidialectal proficiency of fifth grade speakers of non-standard Negro dialect. It was anticipated that exposure to the strategies would lead to heightened control over language both in terms

of an increase in the number of rules of standard English available to the speaker and in terms of the ability to choose language appropriately.

Children who are speakers of non-standard Negro dialect and who are exposed to the curriculum strategies will show increased bidialectal proficiency in comparison to children who are speakers of non-standard dialect and have not been exposed to the curriculum strategies. More specifically, it was hypothesized that

a) children exposed to the curriculum strategies will show increased proficiency in their use of standard English.

b) children exposed to the curriculum strategies will maintain proficiency in their use of non-standard Negro dialect.

c) children in low, medium and high proficiency groups will increase in bidialectalism differently.

Four fifth grade classes, all within the middle range of ability and all housed in one school in the New York Metropolitan area, were selected for participation in the study. Two experimental classrooms were exposed to the curriculum strategies while the two control classrooms received only their regular classroom instruction in language arts, classroom groups were assigned randomly to either experimental or control treatments. Students in the experimental group were exposed to the curriculum strategies for a thirty minute period three times per week over a fourteen week time span. The investigator was available to all teachers on an equivalent basis.

All children in these four classes received the Education Study Center Bidialectal Task for Determining Language in Economically Disadvantaged Children in January and, again, in May. Raw scores were obtained, first, by transcribing correct repetitions, omissions and changes verbatim, and second, by tallying the correct repetitions of the grammatical feature represented in the sentence. Two separate scores were obtained for standard and non-standard sentences. The final number of students included in the study totalled 97, 54 in the experimental group and 43 in the control group.

The Test for Language Judgment was administered in May to all children in the experimental and control classes. Eighty-four subjects-48 in the experimental group and 36 in the control group-were included in the final sample. These subjects had also completed the pre-test and post-test of the Bidialectal Task. The Test of Language Judgment was devised in order to assess differences between experimental and control groups with respect to their ability to choose language appropriate to the situational context.

Analysis of covariance of the total test scores and two-way analyses of variance (treatment by level) were performed on the post-test of the standard English and non-standard Negro dialect portions of the Bidialectal Task. No significant differences were revealed between experimental and control groups on either portion of the test.

Two-way analyses of variance (treatment by level) were also performed on the Test of Language Judgment. Significant differences were found between experimental and control groups.

It is apparent that the cirriculum strategies did not increase the number of standard English rules available to the non-standard dialect speaker, though they did facilitate his retaining proficiency in non-standard Negro dialect. Results of the study suggest that language rules may not be so easily manipulable at the fifth grade level in the limited amount of time in which the strategies were implemented.

The experimental group did perform significantly better than the control group on the Test of Language Judgment. The ability to choose appropriate language, therefore, may not necessarily be dependent upon the number of standard English and non-standard Negro dialect rules included in the speaker's language system. This appears to be a propitious age for stressing the social significance of language.

107. Mizelle, Richard M. The Effects Of Dual Information Processing Of Standard and Nonstandard English In Nonstandard Speakers. The University of Wisconsin, 1972. 88p. Supervisor: Associate Professor Frank H. Farley. 72-31,692.

The effect of processing information in standard and non-standard English was investigated using an equivalent standard and nonstandard English passage as the stimulus. Eight literal and 8 inferential questions derived from the passage were used as the index of comprehension. Two hundred Black students were randomly assigned by class to one of the eight treatment conditions. The experimenter was also Black. The design called fro 25 subjects per cell. The conditions were: Printed SS, SN, NS, NN, and auditory SS, SN, NS, NN. An analysis of variance within groups with certain planned comparisons was carried out. A linear trend was also applied to the data.

The results revealed four out of 10 planned comparisons to be significant. The NN printed condition facilitated learning more than any other condition. The NN condition collapsed across sensory modes (printed and auditory) was found to facilitate retention more than any other collapsed combination.

108. Stewart, Robert D. The Oral Language Of the Inner City Black Child: Syntactic Maturity and Vocabulary Diversity. Indiana University, 1972. 98p. Chairman: Dr. James Waldon. 73-10,787.

This study was designed to investigate the oral language of the inner-city kindergarten and primary school child. Specific proglems dealt with the development of syntactic maturity as measured by, (1) total number of words used in T-units, (2) number of T-units spoken, (3) mean work length of T-units, and (4) number of words in garbles,

and vocabulary diversity as measured by (1) number of types used and (2) a corrected type-token ratio. The study was partial replication of research conducted by O'Donnell, Griffin, and Norris (1967) and by Fox (1970).

Data were collected from eighty inner-city black children in Indianapolic, Indiana. Two schools were used in this study. Five subjects of each sex were selected at random from kindergarten through grade three in each of the two schools. Two films were used as stimuli to elicit the oral language samples. Five individuals served as examiners and tape recorded the oral responses of the subjects. The procedures were standardized by written instruction sheets for the examiners. The tape recordings were transcribed and analyzed. A computer program at the I.U. Research Computing Center was used for calculating measures of vocabulary diversity. A three-way analysis of variance was computed to test the significance of each language variable measured. The independent variables were grade level, sex of subject, and school.

Each measure of syntactic maturity increased with each advance in grade level except for the mean word length of T-units. The latter measure increased through grade two with the increase being significant at the .01 level between kindergarten and grade one but showed a slight decrease from grade two to grade three. The significant difference for the total number of words in T-units by grade level existed at the .01 level between grade two and grade three. Significant differences for the total number of T-units occurred at the .01 level between grade one and grade two. Although there was a slight increase in the mean number of garbles with each advance in grade level, no significant differences existed. The effects of sex of subject, school, and interactions showed no significant differences for any of the measures of syntactic maturity. Graphs of the data, however, indicated girls superior to boys from kindergarten through grade two with boys surpassing the girls in grade three.

The two measures of vocabulary diversity, number of types with a corrected type-token ratio, indicated growth in vocabulary diversity with each advance in grade level. A significant growth occurred at the .01 level for both of these measures between grade two and grade three. Girls used more different words than did boys but this difference was not significant. A significant difference was found at the .05 level on the corrected type-token ratio in favor of girls.

Measures of vocabulary diversity were applied to two sets of data representing the forty boys and forty girls, respectively. No significant difference was found for the number of types, number of tokens, or the corrected type-token ratios.

The findings of this study of the oral language of the inner-city black enable this researcher to conclude that the developmental patterns of syntactic maturity and vocabulary diversity in the oral language of the inner-city black child are similar to the developmental patterns of the oral language of white, middle-class children as described by O'Donnell, Griffin, and Norris (1967) and by Fox (1970).

109. Walker, Karen V.B. Black Language: A Study Of the Linguistic Environments Of Black Preschool Children In New Orleans. Tulane University, 1972. 115p. Chairman: Frederick W. Koenig. 73-2216.

This study examines the syntactic difference between the home speech environment and the school speech environment of preschool Black children of lower to middle class backgrounds. These environments are defined as the speech of the teachers and the speech of the mothers. Speech samples from both of these groups and from the children were obtained. Socioeconomic data was also collected.

In order to determine the syntactic differences between the teachers, mothers, and children, a multiple discriminant analysis was performed on the syntactic variables. The differentiation between the three groups is described in terms of two independent functions or dimensions. The functions which describe these differences may be understood as indicators of differing levels of complexity among the three groups.

A second part of the study related the discriminant function scores to socioeconomic indicators, and to indicators of the children's school performance. There were no statistically significant differences to be found according to these measures. However, there were some trends in the expected direction.

110. Williams, Nancy G. The Acquisition Of Syntax By Middle-Class and Culturally Different Black Children In Grades One, Two, Three, Five, Six and Eight. The University of Alabama, 1972. 145p. 73-8017.

The purpose of the present study was to investigate the acquisition of syntax, through the use of certain syntactical constructions, by middle class and culturally different black children, according to grade level and sex. The test constructions were replications of Kessel's (1970) adaptations of C. Chomsky's (1969) procedures and included: (a) ambiguous sentences, (b) eager-easy distinctions, and (c) Ask versus Tell task.

A random sample of 72 black children matched according to socioeconomic status, sex, and grade level was chosen from grades one, two, three, five, six, and eight in the Tuscaloosa City Schools, Tuscaloosa, Alabama, during the spring semester of the 1979-72 school term.

Statistical analysis was based on analysis of variance with a 6 x 2 x 2 factorial design employed. The .05 level of confidence was chosen to accept or reject the null hypothesis. t ratios were computed to determine hierarchical patterns of syntactical development and the difference in syntactical development between black and white children in the population sample.

The findings of the present study indicated that grade level in school was significantly related to the children's ability to detect ambiguity ($P < .01$), to assign the correct subject to the complement clause ($P < .05$), and to apply or violate the Minimal Distance Principle ($P < .05$).

A two-way interaction between grade level and socioeconomic status for the task of assigning subject to the complement clause was significant at the .05 level of confidence.

The single variables of sex, and socioeconomic status were not statistically significant, nor were the two-way and three-way interaction of grade, sex, and socioeconomic status except for the interaction between grade level and socioeconomic status.

The hierarchical pattern of syntactic development was rejected at the .01 level of confidence only with respect to ambiquities. No statistically significant differences were found with respect to the eager-easy task nor the ask/tell constructions.

The hypothesis concerning differences in the acquisition of syntax between races was rejected at the .01 level of confidence. White children in the sample population scored higher on the syntactic constructions than the black children. It may be noted that there was much variability in the performance of the children, and that there was considerable overlap in the distribution of scores for the children of the two races.

Although the above findings are the only results which were determined to be statistically significant, certain trends were indicated: 1. Females showed greater gains throughout the grades than did males in the detection of ambiguity. 2. Boys experienced more difficulty than girls with the application or violation of the Minimal Distance Principle. 3. Middle class black children received higher scores than the culturally different children on all of the syntactical constructions. 4. Children in the study were able to comprehend correctly ask/tell constructions with the pronoun present more often then they could with the pronoun absent.

Black English

111. Luelsdorff, Philip A. A Segmental Phonology Of Black English. Georgetown University, 1971. 157p. 72-22,146.

This study is a segmental phonology of a variety of English spoken by some Black adolescents in the District of Columbia. Chapter I contains a brief discussion of filed procedures and a review of recent literature relating the phonology of Black English. Chapter II surveys several past treatments of the syntax and phonology of dialects within the framework of generative grammar and states the assumptions on which the present study is based. In Chapters III and IV the systematic phonemes of the dialect are given and a set of morpheme structure conditions is formulated functioning to specify redundant feature specification in morpheme initial and morpheme final consonant clusters. Chapter V contains a discussion of several phonological processes not associated with either inflection or derivation. Chapter VI is restricted to a discussion of aspects of the phonology of inflection, while Chapter VII concerns aspects of the phonology of derivation. Chapter VIII returns to some of the questions raised in the pre-

ceding chapters, in particular, the problem of the independence of the distinctive features, the problem of justifying the postulation of classificatory distinctive features, the question of constraints on the form of redundance conditions in phonology, and the problem of imparting linguistic content to the notion 'Nonstandard English'.

112. Geuder, Patricia A. A Writing Seminar For Speakers Of Black English. The University of New Mexico, 1972. 194p. 73-1541.

The problem was to incorporate the findings of sociolinguistic research in Black English into a writing seminar for lower socio-economic Black students entering an institution of higher learning. This seminar was to be linguistically and pedagogically sound, efficiently structure, and motivationally effective with the result that the written dialect of Standard English would be comprehended and produced during the first term of each student's entry into the institution. The purpose of the study was to investigate the efficacy of the use of contrastive analysis methodology as a means of reducing both the kinds and numbers of dialect interferences in each student's writing.

A review of the literature did not reveal any evidence of contrastive analysis methodology having been used as a means for reduction of kinds and numbers of dialect interferences in the writing of entering lower socio-economic Black freshmen. Consequently, the study was performed in the absence of studies which would have served to evaluate the results.

The subjects were ten Black freshmen fulfilling the required English 101 course at the University of Nevada, Las Vegas. All subjects had entered the University under the auspices of New Careers, a federally-funded program for hard-core unemployed or underemployed persons from low-income backgrounds. Standard English was not the first dialect of any of the subjects. The subjects' ages ranged from twenty-one to thirty-three. Five of the subjects had high school diplomas; three had General Education Diplomas; and two had no diplomas.

Classroom procedure during the one-hundred minutes per day five-week session was tripartite. Class sessions were divided into reading, discussion, and writing. One portion of each session was devoted to reading socio-ethnic stimulus material. The second portion of each session consisted of group discussion of the stimulus material. The third portion consisted of writing about the material that had been read and discussed.

While the reading was in progress, the writing from the previous day was returned, and a private conference was held with each student. During the conference, individual instruction was given via contrastive analysis in accordance with the kinds and numbers of dialect interferences contained in the student's writing. At times the kinds and numbers of dialect interferences warranted group instruction in addition to individualized instruction.

Because it is contended that there is no valid standardized test for writers of a nonconsensus dialect such as Black English, the evaluation was made via

the case study approach, utilizing a pre-test paragraph, a mid-term paragraph, and a post-test term paper. The kinds and numbers of dialect interferences contained in the writing served not only as indicators for the daily instruction needed but as a means of evaluating the gains made from entry into and completion of the seminar.

Each student reduced both the kinds and numbers of dialect interferences in relationship to the quantity of words written between entry into and completion of the seminar. These results, however, are not conclusive evidence of the efficacy of contrastive analysis methodology. The first two tests were written in class with a fifty-minute time limit, whereas the posttest was developed and written partly during five class periods and partly out of class. Also, the posttest included paraphrased and quoted material, whereas the other two did not.

Three tentative conclusions are warranted: (1) kinds and numbers of written dialect interferences can be reduced through utilization of contrastive analysis methodology; (2) kinds and numbers of written dialect interferences can be reduced while the quantity of writing increases; and (3) reduction of kinds and numbers of written dialect interferences can be achieved during the first term of entry.

113. Hartman, Marilyn D. A Psycholinguistic Study: Contrastive Analysis Teaching Of Black and Standard Dialects To Junior High Reading Subjects. University of California, Los Angeles, 1972. 105p. Chairman: Professor Wilbur H. Dutton. 73-6385.

The purpose of this study was to investigate whether a regular English-class format for teaching English to reading students whose natural language is Black English [BE] is adequate in presenting standard English [SE] at secondary level. Evaluated are foreign-language contrastive analysis, pattern practice and oral drilling as an experimental treatment, and English-class techniques using language skills to communicate about objects in a control group.

Language used experimentally are structures from be and its conjugated forms:

Objectives are to know: 1. The conjugated words from be. 2. Patterns in which conjugated be forms are omitted in BE. 3. Patterns in which invariate be in BE is always + conjugated form in SE.

The null hypotheses were tested at the 95% confidence level. Hypotheses were concerned with post tests of control and experimental groups, with the pretest-posttest results of an experimental group, with the pretest means of control and experimental groups, and with the pretest and post test of the control group.

The school administration of a black-community, ungraded junior-high school in Los Angeles County randomly selected two groups of students from their lowest level reading students above non-readers. The experi-

menter chose one group randomly as experimental, 20 Ss., the other as control, 14 Ss on post test.

An instrument, The Use of Be, was administered pretest-post test to both groups. Four parts tested forms of be in context and sentences. A control group presentation of be usages applied to communication about objects, and an experimental presentation of foreign-language contrastive-analysis techniques were both taught by the researcher.

A univariate analysis of test results showed a significant difference between means of experimental post test and control post test at the .05 level: $F = 8.12$, d.f = 1, 32. The means of the experimental pretest and control pre test were essentially the same at the .05 level: $F = .089$, d.f. = 1, 32. The means of pretest and post test of the experimental group were significantly different at the .05 level: $t = 7.20$. The control pretest-posttest was not significant: $t = 2.12$, d.f. = 13. The posttest of the experimental group clone was significantly different.

Interpretation of this information tends to lend strong support to anticipated results that a usual general-English-class format does not give children who do not have it fluency in SE in the four areas tested.

An F-ratio test for multivariate analysis of equality of mean vectors on pretests showed no significance at the .05 level $F = 1.026$, d.f. = 4, 29, $p = .41$. Overall post-test significance was at the .05 level, $P = .016$. Consistent evidence indicated strong significance that the constrastive-analysis treatment produced better results when used with instrument.

Conclusions indicated a need for more studies assessing English-teaching procedures in classrooms using dialects in teaching standard English. The possibility of older children acquiring language by acculturation should be examined. Syno-sentences, as many as six SE translations for a given BE sentence, may exist. Teachers should be informed about operations of student languages.

114. Shaw, Cecil T. Developmental Aspects Of Auditory Discrimination In Black English. Stanford University, 1972. 96p. 72-30,699.

Data consistently find that the performance on tests of auditory discrimination of urban black children falls below the norms. Research has also documented the fact that urban black children speak a style of English that is different from the standard form. And because a person's language seems to affect his skills at auditory discrimination, an auditory discrimination test was devised to determine if the black child's dialect might have an effect on auditory discrimination of certain standard English sounds.

The overall design of the study was to compare performance of the control group (55 subjects from grades 1, 3, 5 and speakers of standard English) with performance of the experimental group (49 subjects from grades 1, 3, 5 and speakers of Black English) on a specially devised auditory discrimination test. Comparison of the two groups was based on performance on the three sections of the auditory discrimination test devised

by the author in terms of style of speech (standard English or Black English), grade level and sex. An analysis of variance was made on the data obtained.

There were four major research hypotheses and one sub-hypothesis. They are as follows:

Hypotheses 1: On a test of auditory discrimination where certain phonemic sounds of standard American English are contrasted, children who speak standard American English will perform significantly better than children who speak Black English.

Sub-hypothesis 1a: On a test of auditory discrimination where sounds phonemic to both standard English and Black English are contrasted, there will be no significant difference in performance between speakers of standard English and speakers of Black English.

Hypothesis 2: On a test of auditory discrimination where phonemic sounds of a language with which neither group is familiar are contrasted, German for example, neither group will perform significantly better than the other.

Hypothesis 3: Both the scores of the control group and the scores of the experimental group on a test of auditory discrimination will improve with each higher grade level.

Hypothesis 4: Female speakers of Black English will move closer to the scores of standard English speakers with each grade than the scores of male Black English speakers.

Hypothesis 1 was accepted. Sub-hypothesis 1a was rejected.

The second hypothesis was accepted only in part. There was no significant difference in performance between the first and third graders for both groups. This gives convincing evidence that ability in auditory discrimination depends to a larger extent on the relationship of the speaker's language background and the language being tested. The SE fifth graders, however, performed significantly better than the BE fifth graders.

Hypothesis 3 was accepted.

Hypothesis 4 was not supported by the data and was, therefore, rejected.

The analysis of the data leads to four conclusions about the relationship of auditory discrimination and dialect.

1. Dialect seems to play a role in performance in auditory discrimination.

2. Test items in an auditory discrimination test are not necessarily perceived by the subjects as being of equal difficulty.

3. As the child grows older, his skill at auditory discrimination improves.

4. Other factors (such as vocabulary knowledge, attitude and motivation) besides dialect seem to play an important role in performance on auditory discrimination tests.

115. Sims, Radine. A Psycholinguistic Description Of Miscues Generated By Selected Young Readers During the Oral Reading Of Text Material In Black Dialect and Standard English. Wayne State University, 1972. 195p. Adviser: Kenneth S. Goodman. 72-28,487.

This study examined the oral reading of ten second graders, each reading one story written in standard English and a second one written in Black dialect. Five subjects read "Summer Heat" in standard English and "Getting Dressed" in Black dialect. The other five read "Summer Heat" in Black dialect and "Getting Dressed" in standard English. The reading and a retelling of each story were recorded on audio tape for later analysis.

Subjects were chosen on the basis of their placement in a reading group using a basal reader designed for the first semester of grade two and their performance on a Dialect Proficiency Test.

The miscues-defined as the phenomena that occur when the reader's observed response differs from the expected one-generated by these readers were analyzed using the Goodman Taxonomy of Reading Miscues. The Goodman Taxonomy is based on a model of the reading process which views that process as a psycholinguistic one involving sampling, predicting, testing, and confirming.

The general purpose of the study was to examine the possible effectiveness of using dialect specific materials for early reading instruction. A second purpose was to examine the qualitative and quantitative differences between the miscues generated on the two different kinds of materials.

The readers in this study appear to have attained a level of reading proficiency commensurate with their developmental level. They have not yet learned to make effective use of the syntactic and semantic contexts of the material to help them make predictions about the material they are reading. Between one fourth and one half of their miscues were totally acceptable within the syntactic and semantic contexts of the material.

When miscues were syntactically and semantically acceptable, there was a tendency for them to be unchanged or only slightly changed from the expected response.

These readers tended not to make effective use of correction strategies. They have a tendency not to correct themselves at all, and the tendency changed only slightly when miscues are syntactically and semantically unacceptable.

One group emerged as a more proficient group of readers than the other. They tended to have more acceptable miscues and to be more efficient in their use of correction strategies.

Miscue quantity does not appear to be related to miscue quality or reading comprehension for the groups, although individuals have higher comprehension scores for the stories on which they have fewer miscues per hundred words.

Differences in reading performance emerged as a function of the relative reading proficiency of the two groups of readers, and of the content of the

stories, rather than as a function of the differing dialect structures of the two stories. There were no important differences in performance on the two versions of the stories that could be attributed to the fact that one was in Black dialect and the other in standard English.

For the most part, dialect was not involved in the miscues of these readers. Dialect miscues caused no change in meanings, and generally, no change in the deep structures of the sentences in which they occurred. Dialect miscues involved changes both from standard English to Black dialect, and from Black dialect to standard English.

Author's choices of lexical items, language structures, and experiences eliminate some alternatives which may be preferred in the personal language/experience of some readers, and to that extent may not come any closer to the dialect of the learner than standard materials.

It does not appear to be efficacious to develop dialect specific readers for widescale use in beginning reading instruction with speakers of black dialect.

Black Literature

116. Brewbaker, James Martin. The Relationship Between the Race Of Characters In A Literary Selection and the Literary Responses Of Negro and White Adolescent Readers. University of Virginia, 1972. 211p. 72-22,647.

This study was undertaken to identify differences in the literary responses of adolescents related to race-of-characters (white, Negro, and neutral) in 3 versions of a short story. Versions and responses were, respectively, the independent and dependent variables; control variables were subject-race, residence prestige, and reading achievement. Each of 281 subjects (ninth and eleventh-grade) read one story version and then-on an adapted semantic differential instrument-rated 9 elements from the story (characters, a literary symbol, his mood while reading, and the full story) against a series of bipolar adjective scales.

Two major phases of analysis of variance and F-tests, each including 33 separate analyses, were performed, disclosing 35 significant differences among the responses, 6 at the .01 level and the remainder at the .05 level. In 7 instances, subjects-regardless of their own race-assigned lower evaluative meanings to characters from the Negro version; on 4 occasions, white readers of the same version found it either more active or more potent. Versions and residence prestige interacted to produce 3 significant differences, although in no consistent pattern; versions and reading achievement interacted once. Two 3-variable interactions were revealed. Secondary findings included 5 differences related to subject-race, 6 related to reading-achievement level, and 4 related to residence-prestige level. There were 3 significant interactions between subject-race and other control variables. Among the stronger secondary effects was the significant tendency of above-average readers to assign higher Potency and Activity meanings to concepts, indicative

of their greater involvement with the literary work.

The investigator concluded that a) the major effect of race-of-characters was to lower reader evaluation of Negro characters; b) this effect does not lower estimctes of the story itself; c) race-of-characters has its greatest effect among white readers of a Negro version, who find the same more powerful or active; and d) various other differences in literary response are related to subject-race, socio-economic position, and reading-achievement level. There was no indication that Negro subjects preferred the Negro version or that white subjects did not respond affirmatively to the Negro version.

117. Hord, Helen McC. The Significance Of Black Literature In the Language Arts Program Of A Predominantly Black Junior High School. The Ohio State University, 1972. 173p. Adviser: Professor Donald Bateman. 72-27,025.

This study deals specifically with Black Literature as a tool for academic success for Black students of a predominantly Black junior high school.

The first chapter presents the argument supporting the need for such a study. If a Black student is to achieve reading and writing skills comparable to white students who are at the same grade level, it is essential that language arts teachers understand that this student, in the course of his education, acquires more than skill and knowledge. The student also finds and continues to modily his image of himself and he shapes his attitudes towards others. Black Literagure will serve to foster these cultural patterns not provided by a traditional language arts program.

The second chapter presents a survey of Black Literature that can be adopted on the junior high school level.

Chapter three applies Black Literature to the Language arts curriculum. Three instructional units are presented: interdisciplinary, cultural, and literacy. Each of these units is prepared from works by Black American authors.

118. Menchise, Donald N. Racial Bias As A Determinant Of Literary Preference and the Relationship Of Selected Variables To Patterns Of Preference and Reject on Of Literary Works Whose Author's Race Is Known. The University of Connecticut, 1972. 105p. 72-30,941.

The purpose of this study was to determine whether knowledge of an aughor's race acted as a determinant of the literary preferences and rejections of urban high school students. The subjects used in this study were 100 randomly-selected students from an urban high school. This group was composed of fifty white students and fifty black students. There were approximately twenty-five boys and twenty-five girls representing each race. Fifty of the students were selected from the eleventh grade and fifty, from the twelfth grade.

The subjects were given ten poems-written by black and white authors - to rank in the order of their preference. Each poem was accompanied by the author's name and a picture depicting his race. The rankings of the 100 subjects were compared to the rankings of a randomly-selected peer-judge

group, representing both races and classes and drawn from the same population as the subjects. The peer-judges ranked the poems also on the basis of preference, but without knowledge of any author's name or race. Analysis of the data was achieved by means of the Mann-Whitney U Test and by a factorial analysis of variance, which investigated the independent effect and the interaction of the variables of sex and race.

An analysis of the data indicated that there was a significant difference in the way the races responded to the poems. Black students ranked the poems written by black authors higher than those written by white authors. White students ranked the poems written by white authors higher than those written by black authors. The analysis also indicated that there was no significant difference in the way male and female subjects of respective races rated the poems, or in the effect the two variables have on each other.

Recommendations based on the analysis include a diversified literature program, an urban studies course, issued-centered units with integrated materials, implementation of non-print literature, and works by and about black people as a complement to the group-reading or the anthology approach to literature.

119. Schwartz, Carol Suzanne. The Effect Of Selected Black Poetry On Expressed Attitudes Toward Blacks Of Fifth and Sixth Grade White Suburban Children. Wayne State University, 1972. 141p. Adviser: Donald Bissett. 73-12,594.

Two hundred nine students from eight classrooms served as subjects for this study. These classes were integrated, but data from only the white students was used.

The listening to the poetry, the expertize of the poetry reader, and discussion after listening to the poetry were used as variables. There were five treatment groups: 1) control group, 2) group to whom poetry was read by a classroom teacher, 3) group to whom poetry was read and discussed by a classroom teacher, 4) group to whom poetry was read by a storyteller, and 5) group to whom poetry was read and discussed by a storyteller. (Storyteller is defined as an individual with specific training in the reading aloud of children's literature. In this investigation the two storytellers have had specific training, several years of experience, and have taught a university course in the art of storytelling.)

Teachers and students were randomly assigned to treatment.

Instruments to assess their attitudes toward Blacks were administered to all groups. The instruments used were: 1) a Semantic Differential entitled "Black People," a series of ten adjective pairs placed at opposite ends of a five point scale, devised and validated by Rodney Roth; 2) the "Opinion of Negroes," which contains thirteen simple evaluative declarative statements about the Negroes to which the students agree or disagree, developed by W.C. Wilson; and 3) the "Social Situations Questionnaire," which consists of eleven different problem situations for which one of four

possible solutions must be chosen, developed by N. Kogan and I. Downey.

Three hypotheses were tested to see if: 1) children who listen to the poetry would express less prejudicial expressed attitudes than those who heard no poetry; 2) children who listen to poetry read by a storyteller would express less prejudicial attitudes than those who listened to poetry read by a classroom teacher; and 3) children who participated in discussion following the poetry reading would express less prejudicial attitudes than those who had no discussion.

Data collected supported none of the hypotheses incontrovertibly. Evidence obtained supported Hypothesis two concerning the positive effect of the storyteller, but this evidence was not consistently significant.

T-tests on linear combinations of the means of the students' test scores were performed. To determine if children who have listened to poetry would express less prejudicial attitudes, group one (control group) was compared with groups two (teacher reading) and four (storytelling reading). The raw scores showed a pattern of differences, but these differences were not statistically significant.

To determine the effect of the expertize of the poetry reader, group two (teacher reading) was compared with group four (storyteller reading). The raw test scores indicated that the group who listened to the poetry read by the storyteller had less prejudicial expressed attitudes toward Blacks than the group who listened to poetry read by classroom teachers. In the case of the Semantic Differential, this difference was statistically significant beyond the .05 level of significance.

To determine the effect of discussion on the expressed attitudes of the subjects, group two (teacher reading) was compared with group three (teacher reading and discussing) and group four (storyteller reading) was compared with group five (storyteller reading and discussing). No significant differences were found; the pattern of raw scores favored discussion by teachers and showed a negative result of discussion by trained, experienced storytellers.

In general, this investigation offers evidence that one session of poetry reading will noticeably change the scores on three currently devised paper and pencil tests to measure expressions of attitudes.

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